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ABSTRACT

The State of Alabama career education-exploration and placement project was an attempt to organize and study alternate methods of providing career education to students in the junior and senior high grades. Emphasis was placed on "exploration" at the junior high level, whereas the major program goals for older students revolved around the development of procedures to insure the placement of all exiting students in either a job, a postsecondary occupational program, or a baccalaureate program. Ten sites, five exploration and five placement, participated in the project during the 1973-74 school year. Volume 2 consists of the third party evaluation and is reported in three sections: management, exploration, and placement. The exploration and placement components are further subdivided into product evaluation (data from tests and output in the form of suggested successful methods) and process evaluation (procedures and activities). Appended materials (53 pages) include: site selection criteria, program participant guidelines, procedural suggestions for individual project sites, examples of different instructional methods utilized, administrative memoranda, listing of project concerns, conference schedules and discussion outlines, project methods by individual site, a placement program model, and a followup questionnaire. (Author/NJ)

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FINAL REPORT

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Project No. V361017L
Grant No. OEG-0-73-3001

Determination of the most effective procedures for implementation of school-wide junior high career exploratory experiences and for the placement and follow-up of all exiting students K-14

Volume II of II Volumes

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Research Project in Vocational Education
Conducted Under
Part C of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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INTRODUCTION

The complete title of the project discussed in this document is, "Determination of the Most Effective Procedures for Implementation of School-Wide Junior High Career Exploratory Experiences and for the Placement and Follow-Up of all Exiting Students K-14." However, for brevity and identification purposes, project personnel usually referred to the project as Project CE-EP (Career Education - Exploration and Placement) or by a similar variation. This shortened reference to the project will be observed throughout this report.

The State of Alabama CE-EP, Part C Career Education Project is an attempt to organize and study alternative methods of providing career education to students in the junior high school and high school grades. Emphasis is placed on "exploration" for children at the junior high level, whereas the major program goals for older children revolve around the development of procedures to insure the placement of all exiting students in either (a) a job, (b) a post-secondary occupational program, or (c) a baccalaureate program.

Strategy for the operation of the project included the selection of ten sites (5 exploration and 5 placement) for participation in the program. These selections were made according to specific criteria such as: commitment to the career education concept, school centered activities, integration of career education with the regular curriculum, etc.

Originally, it was considered desirable for each exploration site to place emphasis on a particular "method" of career education activity (e.g. field trips or hands-on experience). As the state program developed, however, it became evident that conditions characteristic of any given site made it difficult to carry on a program with this "experimental" flavor. In addition, it was noted that the differences in the geographical and industrial make-up of the exploration sites, as well as other factors, prevented the assumption of a common data base for evaluating the differences between career education methods which might be tried. It was decided, therefore, that each site would implement a variety of methods in such a way as to capitalize its own characteristics, and that judgements would be made as to the relative worth of any method for that site. Evaluation emphasis was correspondingly shifted to include both project product and program process.

Exploration sites worked together as did placement sites, and all local LEA programs were guided and supported through the efforts of the State Project Coordinator and Staff Associate. Several statewide conferences were held during the year and an extensive communication system was developed.

Evaluation of the State CE-EP, Career Education Project is reported in three major sections: the Management Component, the

Exploration Component, and the Placement Component. Exploration and placement components are further subdivided into product evaluation (data from tests, output in the form of suggested successful methods, etc.) and process evaluation (procedures, activities, etc.).

MANAGEMENT COMPONENT

Evaluation of the management component involved an examination of the management responsibilities presented in the amended application (Attachment A). These responsibilities included:

1. Identification of ten sites (five exploration and five placement) for participation in the project. The selections are to be based on a specified set of criteria.
2. Development of a set of site descriptions containing specific information from each site.
3. Selection of qualified personnel for project staff positions.
4. Selection of a third party evaluator.
5. Development of procedures and selection of instruments for pre- and post-testing.

Responsibilities implicit in the amended application included:

6. Development and use of a system of communication whereby State project personnel will (a) provide guidance and support to project participants and (b) become informed of activities and developments in the local sites.
7. On-site visits to the ten participating systems by State project personnel as a further means of communication and interaction.
8. Establishment of a line of two-way communication between State project personnel and the third party evaluator.
9. Submittal of required quarterly and final reports to the appropriate personnel.
10. Any other activities necessary for the smooth and effective operation of the project.

Process Evaluation of the Management Component

The process evaluation of the management component consists of a summary of activities engaged in by state project leadership personnel and includes documentation in the form of attachments when appropriate.

On June 1, 1973, a memorandum was sent to city and county superintendents soliciting proposals for participating in the State CE-EP, Part C Career Education Project (Attachment B).

Using the criteria for site selection (Attachment C), state project personnel chose 10 sites for participation in the career education program. The selected sites were notified of the decisions on July 29, 1973.

The amended application (Attachment A) was completed and dated on June 29. This document provided more information to the local sites concerning the nature of the CE-EP, Part C program.

In late July 1973, bids were solicited for a third party evaluation contract. The State Project Coordinator was hired on August 1, 1973. The candidate selected for this position, Dr. Sam Shippen, satisfied the criteria set forth in the amended application (Attachment A, Part I).

On September 6, 1973, Dr. M. Ray Loree of the University of Alabama was recommended as the third party evaluator. This selection was approved by the U. S. Office of Education, and the third party contract was finalized with the University of Alabama on December 12, 1973.

The Staff Associate for the project was hired on October 1, 1973. The person chosen to fill this position, Dr. John Roth, met the criteria in the amended application (Attachment A, Part I).

After careful study including a meeting with the third party evaluator, the Career Maturity Inventory (McGraw-Hill) was selected as the basic instrument for the evaluation of instructional product objectives. Testing supplies were ordered on October 9, 1973.

An excellent memorandum from the Project Coordinator, dated October 12, was sent to superintendents, administrators, counselors, and teachers in the local exploration project sites. This letter clarified the project goals, procedures, and materials for the CE-EP Part C Career Education Project. The letter also delineated the responsibilities of those persons participating in the project. Attachment D is a copy of the letter above.

In October 1973, use of the LEA Reporting Form was begun and a schedule of weekly telephone calls was set up between the project office and all exploratory sites. These activities were factors in the efficient communication system utilized throughout the operation of the project. A weekly telephone conference was also held with the third party evaluator during the year.

McGraw-Hill was selected to score the C.M.I. pre-tests which were administered to experimental and control groups in all exploration sites in November 1973. A newsletter titled "Reports from the Field" was prepared and disseminated during the year.

A memorandum dated January 2, 1974, presented ideas for the development of a system to identify community resources (Attachment E). The development of such a system was one of the objectives for each local site.

Lists of questions, problems, comments, etc. were requested from each local site in a memorandum from the Project Coordinator. (See Attachment F for samples.) These lists were used as input material for the State Career Education Participants Conference which was held on January 11 and 12, 1974 at the University of Alabama. The conference included short presentations by each site, separate group discussion

sessions concerning program and evaluation, and a general session at which the General Aptitude Test Battery (GATB), the Information Needed For Occupational Entry (INFOE) System and the Alabama State Employment Service were presented and discussed. Participation at the conference was excellent. An agenda of the conference is included as Attachment G.

Memoranda, telephone conversations, and on-site visitations were used throughout the year as a means of project organization and operation. The following is a tally of visits to local sites made by the Project Coordinator and/or Staff Associate.

DESTINATION	NUMBER OF TRIPS
Bessemer City	8
Cullman City	6
Decatur City	8
Etowah County	5
Marion City	9
Coffee County	11
Covington County	12
Geneva County	9
Mobile County	9
Phenix City	8
Tuscaloosa	7

These visits were rendered for many reasons including assistance in the writing of local performance objectives, help in setting up sampling procedures, providing of outside materials and ideas, etc.

Examples of LEA program objectives which were formulated for discussion purposes are found in Attachments H1 and H2. The post-test was administered in April 1974. Answer sheets were then sent to McGraw-Hill for scoring.

May 9, 1974 was the date of a planning conference held in Montgomery for designing an approach to a state-wide school based placement program. Reported outcomes of this meeting included:

A. An exchange of ideas touching on several aspects of placement, role of counselors, possible responsibilities of placement personnel, etc.
B. Agreement on the necessity of a comprehensive placement system serving all students and dropouts, K-14.
C. Cognizance of the importance of generating more support among school superintendents, post-secondary school directors, counselors, labor and management.

A copy of the agenda for this conference is found in Attachment I.

A placement evaluation conference for placement site participants was held at the State Office Building in Montgomery on August 2, 1974.

The conference consisted of a workshop session where local personnel identified procedures which seemed to work well in their school systems. Site reports (15 minutes each), a presentation "Placement as a Process" by Dr. Ralph M. Roberts of the University of Alabama, and a summary and synthesis of the workshop reports were other aspects of the conference. (See Attachment J for the conference agenda.)

An exploration evaluation conference was held at the University of Alabama on August 8, 1974. The conference included a workshop session where LEA personnel identified specific procedures that worked well in their systems, presented site reports and discussed the C.M.I. test results, and assessed the year's activities as reflected in the workshop reports. The agenda for the exploration evaluation conference is found in Attachment K.

All quarterly reports were submitted to the Office of Education on time and in accordance with guidelines. Copies of these quarterly reports were also provided to the third party evaluator for the purpose of examination and retention.

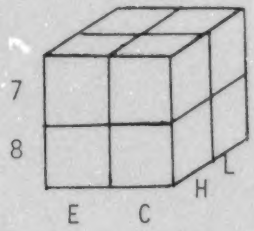
In summary, it is evident that although problems did arise for both local and state personnel during the operation of the project, the excellent leadership of the Project Coordinator and Staff Associate provided solutions and guidance which kept the program running smoothly. The evaluators feel that all management objectives were appropriately met by State CE-EP Part C project personnel. The weekly telephone conferences between the state and LEA project leadership, the many on-site visits of the state coordinator and his associate, the "Reports from the Field" newsletter, the workshop sessions which permitted an interchange of ideas among the directors of the LEA sites, all coalesced in developing a program which clearly demonstrated the potentialities for state leadership in fashioning effective LEA career education programs.

EXPLORATION COMPONENT

Product Evaluation of the Exploration Component

Dependent variables for the evaluation of the instructional component of the CE-EP Part C Project consisted of raw score gains on the six subscales of the Career Maturity Inventory (C.M.I.) published by McGraw-Hill. The first five subscales are knowledge-based (competency) and will be referred to in this evaluation as variables 1, 2, 3, 4, and 5. The sixth measure is an attitude scale and will be labeled "ATT."

Consistent with the evaluation design is the analysis of variance model used to test the objectives of the exploration component. A sketch of the model is shown below:



where,

E = experimental group
C = control group
H = students classified as higher S.E.S. (no free school lunch)
L = students classified as lower S.E.S. (free school lunch)
7 = grade 7
8 = grade 8

The model was repeated once for each of the dependent variables.

Summary tables for the analysis of variance tests are listed below. It will be noted that significance was found for level C (higher vs lower S.E.S.) on variable 4.

TABLE OF F RATIOS

Source	1	2	3	4	5	ATT
E/C	.00	1.42	.14	.07	1.24	2.31
Grade	.00	5.07	.14	.07	.99	.07
SES	.71	.44	.14	10.29	.28	1.35

TABLE OF PROBABILITIES

Source	1	2	3	4	5	ATT
E/C	1.00	.27	.72	.79	.30	.17
Grade	1.00	.05	.72	.79	.65	.79
SES	.57	.53	.72	.01*	.62	.28

*significant at the .05 level

Variable 4 corresponds to the C.M.I. subtest labeled "Looking Ahead (Planning)." The items for this scale include an occupational title and a series of three steps that a person could complete to prepare for and enter this occupation. The student chooses from four sequence choices, the sequence he believes represents the correct order for completing the three steps.

A table of overall mean gains for main effects in the design follows:

TABLE OF MEAN GAINS FOR MAIN EFFECTS

Source	Element	1	2	3	4	5	ATT
E/C	E	.13	-1.38	-.38	-.25	-2.13	-1.75
	C	.13	-2.50	-.88	-.50	- .25	.38
Grade	7	.13	- .88	-.38	-.50	.13	- .88
	8	.13	-3.00	-.88	-.25	-2.0	- .50
SES	H	-.38	-1.63	-.38	1.13	-1.5	-1.50
	L	.63	-2.25	-.88	-1.88	- .38	.13

In addition to the samples of seventh and eighth grade students used in the analysis of variance design reported above, samples were also drawn from other grades participating in the program in each local site. It should be noted that only grades 7 and 8 are represented in EVERY site. The table of means (next page) for all combinations of experimental status, grade and SES is, therefore, not intended to be representative of the State CE-EP Part C Project as a whole at any grade levels except seven and eight.

COMPREHENSIVE TABLE OF MEAN GAINS

n	VARIABLE 1	2	3	4	5	ATT	GRADE	EXPERIMENTAL STATUS	SES
7	-5.14	-6.71	-2.29	.00	- .43	-5.57	5	E	H
17	-5.18	-6.82	-2.24	.18	-1.41	-6.59	5	E	L
53	- .57	- .58	- .19	.77	.91	-2.40	5	C	H
26	.12	-1.35	- .31	1.23	1.42	-1.08	5	C	L
58	.43	- .93	- .53	- .50	-1.07	-4.67	6	E	H
37	-1.41	-4.38	-2.68	- .16	- .97	-6.78	6	E	L
63	- .14	- .97	- .71	- .38	- .40	-1.73	6	C	H
11	-1.00	-2.00	.64	.18	- .73	1.55	6	C	L
102	- .01	- .81	.08	- .53	- .16	- .84	7	E	H
16	.44	-1.62	- .38	- .50	.13	-1.06	7	E	L
1[illegible]	.33	.48	- .04	.45	.38	.25	7	C	H
[illegible]	- .60	- .44	-1.48	-1.12	.60	-2.32	7	C	L
133	- .60	- .91	-1.49	- .89	- .73	-2.11	8	E	H
56	- .54	-1.25	-1.09	- .80	- .54	-1.30	8	E	L
112	.54	.24	.10	- .52	.83	- .39	8	C	H
52	.17	- .71	.15	.38	.19	-1.67	8	C	L
38	- .61	- .63	.11	-1.08	- .11	-1.39	9	E	H
4	1.50	.75	- .25	2.00	1.00	-1.75	9	E	L
21	-1.00	1.33	- .81	.90	-1.00	-1.19	9	C	H
2	3.50	4.00	-1.50	1.50	- .50	-2.00	9	C	L
4	- .75	-1.75	1.50	4.50	1.00	- .25	10	E	H
6	.33	- .83	1.00	2.83	2.50	.50	10	E	L
11	1.55	1.91	- .27	1.73	.27	1.36	10	C	H
14	-1.57	.86	.86	1.79	1.64	.14	10	C	L

In addition to the Career Maturity Inventory data, the evaluators feel that other important products of the instructional component for the 1973-1974 operational year are the community resource files and lists of career education methods which worked best in each site (Attachment L). These products are directed toward fulfillment of the first two goals stated in the memorandum of October 12, 1973. The goals are listed below:

Goal 1. Determination of all community, area, and state resources available for exploration or placement. (The key word is "available", meaning that your efforts to determine resources should be limited to those resources capable of and available for providing exploratory experiences or placement opportunities for students.) This also means that you should select and judge which resources are suited to your needs. The value here is that you will produce a usable list of resources for your project. This will require personal contact so that you can evaluate the resources. Forms or methods used in contacting these resources should become part of your periodic reports to the State Department of Education.

Goal 2. Development of alternative methods to:

(a) use the community resources in an instructional setting for exploration; or

(b) inter-mesh community, area, or state resources with school leavers competencies in the placement sites.

All systems are expected to develop alternative methods of using the identified community resources but for two different purposes. The five exploratory sites develop methods for using community resources for career exploration while the five placement sites develop methods which match community resources with school leavers' competencies, (i.e. a school or job match with the student's skills and attainment.

Other project goals for the exploration component, such as implementation of alternative methods, are covered in the process evaluation which follows.

In summary, the evaluators feel that the basic goals of the program with respect to the product have been met. The problems encountered in finding significant pre-post differences in the analysis of variance model reported earlier may have been due to a combination of

(1) an inadequate assessment instrument for the program objectives, (2) the impossible task of finding and testing a truly representative control group, and (3) the desire to perform an "experiment" when resources and conditions available dictated a "study." This is to say that the results of the data analyses may have been due to the characteristics above rather than to real deficiencies in the local site programs. Indeed the programs which were observed during on-site visits by the third party evaluator were exciting and seemed ultimately likely to succeed. Further insight into the evaluation design conflict and the resulting decision to place emphasis on process evaluation this year is gained by reviewing these comments which appeared in the third party evaluation interium report,

> It became obvious that if the project was held to its initially formulated goals it was doomed to failure. Yet it soon became evident to the evaluator that much good was being accomplished within this project. Useful information can be obtained within the project and this information should be helpful to the Alabama State Department of Education in fostering and improving career education programs throughout the state....But the good results are not easily described through the initial statement of the project's goals....It was decided to report data relevant to the initial goals but to point out the limitations of this data. Emphasis would be placed on PROCESS EVALUATION.
>
> The sampling procedures suggested for the sites proved to be quite difficult to apply....Again a fairer evaluation of the project may be obtained through focusing on PROCESS evaluation, identifying features of programs that are working well, and leave to a later time when financial resources are much more plentiful, the development of a defensible experiment.
>
> In sum, the major products of the career education project emerging from the evaluation efforts (for the exploration component) will probably be a set of recommendations that acrue from our focus in observing on "what is working."

Process Evaluation of the Exploration Component

The major goal for the exploration component of the CE-EP Part C Career Education Project was the development of a program providing career orientation and meaningful exploratory experiences for students. Objectives for the sites participating in the project are stated in the amended application as follows:

1. Determination of all available community or area resources capable of providing specific or a variety of career exploratory experiences for junior high school

children enrolled in the public schools of the State of Alabama;

2. Development of alternative methodologies whereby these resources can best be utilized in an instructional setting for the greatest benefit of the largest number of students;
3. Implementation of the most promising of these alternative methodologies in carefully controlled instructional settings;
4. Determination of the relative worth of each alternative methodology in providing an individual student with a broad based program of career exploration at the junior high school.

The procedures used by the five local exploration sites to accomplish these goals were varied. This portion of the evaluation report will contrast some of the different methods and procedures tried.

The first objective involves the identification of community and area resources. In the smaller and less industrialized areas, it was possible for the project staff to personally contact a key person from practically every business and industry in the area. This method of making an initial contact can be contrasted with the procedures required in a larger or more heavily industrialized area where the contact and follow-up activities might be divided into several steps. For example, the initial step of locating possible resources might involve the use of local telephone directories in the area and an extensive general mailing to the business concerns listed. This might be followed by a telephone call and, if the contacted business seems promising, by a personal visit by one of the project staff. All exploration sites prepared a listing of available community resources capable of contributing to the career exploration component. Some sites experimented with various innovative methods of using a resource file. Etowah County, for example, used a set of special "keysort" cards which allowed a teacher to spot resource personnel for any occupation by keying a classification code into the card stack. Several sites worked with the State Employment Service or other agencies in order to complete their resource files.

As problems arose in securing certain resources, solutions were found or modifications were made in the programs. Some sites could not obtain appropriate "hands-on" experience resources because of the problems entailed in insuring children in a work setting. Bessemer solved this problem by allowing students from the exploration component to visit with a vocational student working in an area of interest to him. The visits lasted an hour and gave students in the project a chance to handle tools and spend some time in a realistic work setting.

It is in the methods utilized by sites to accomplish the second and third objectives that we find the greatest discovery. For this reason short summaries of the procedures used in each site will be presented separately.

1. Bessemer: The exploration procedures which were tried in Bessemer were largely observational in nature. That is, participation in visits to work sites (or work stations in technical schools) provided students with a realistic view of the world of work. Other methods of procuring a contact with the world of work for students included career fairs where activity centers were set up by local community members, businesses, and other agencies. A "Careers Emphasis Week" was held and representatives from many occupations were invited. The representatives were chosen by the teachers and attempted to relate their occupations to subject areas. In addition to activities focused on work-contact experiences, Bessemer utilized resource persons in the classroom and set up a "career media center" which provided teachers with audio-visual materials to enhance the implementation of career education into the classroom curriculum. A continuous and active in-service program for teachers was helpful in orienting teachers to the career education concept and in helping them to fuse career education into their classroom activities. Dissemination activities by the Bessemer staff were extensive, including the printing of a regular newsletter and the development of a multi-media presentation about the program.

2. Cullman: The primary method utilized by the Cullman exploration site was that of field trips. During the course of the year field trips were taken to numerous occupational sites. Included were trips to the following places:

    . Public Library
    . Area Vocational School
    . Space Museum
    . dental laboratory
    . local newspaper
    . Sunbeam Bakery
    . poultry laboratory
    . local florist
    . Cullman High School
    . police station
    . fire department
    . local hospital
    . Wallace Trade School
    . Singer Sewing Center

    Specific objectives were written for each trip and students were required to engage in related activities after returning. In this way, the field trip was not completely separate from classroom instruction.

    In addition to taking field trips, Cullman made use of resource persons in the classroom and assembled and used a multitude of audio-visual and packaged materials (filmstrips, tapes, etc.).

3. Decatur: The Decatur career education program used a more balanced approach to exploration activities. That is, there seemed to be no predominating method being utilized but rather a mixture of field trips, resource people, audio-visual materials, etc. There were several "novel" procedures tried in Decatur this year and some are highlighted below:

   1. Students became aware of their areas of interest by taking, scoring, and interpreting their own Kuder E profiles.
   2. Each child maintained and worked in his own "career folder" which documented the activities he had engaged in and let him keep notes on his career development.
   3. When resource persons came to the school, students could "sign up" to attend the presentation, thus choosing speakers in their own areas of interest.
   4. Instead of always taking large groups of students on field trips, arrangements were made with parents so that small groups (or as few as one student) could make an on-site visit by car to observe a job that was of particular interest.
   5. When a large group of students did take a field trip and the students were too young to safely tour the facilities on foot, a bus with a public address system was chartered and a person from the plant boarded the bus and talked to the students as the bus drove aroung the plant grounds.

   There seemed to be more "independent" career work done by students in Decatur than in other sites. The activities above were usually carried out during a segment of time (usually twice a week) on the school schedule designated for CAREERS.

4. Etowah County: This site was unique in the way that it approached the exploration component. Multimedia presentations were scheduled simultaneously and pre- and post-criterion referenced tests related to the occupation were administered immediately before and after the presentation. Statistical analyses then were performed on the test data in an attempt to identify which of the multimedia presentations was most effective. The methods of presentation studied included (1) a resource person in the classroom (2) filmstrips of the resource person on the job with synchronized sound and (3) a Super 8 Sound movie of the on-site presentation. Numerous occupations were filmed for the studies, and on several occasions students went along on the filming sessions thereby creating a field trip activity. After the "experimental" tryout of any particular occupational presentation, the filmstrip and movie were released to the school system for general use in the career education program. Contamination of control students became a problem due to the fact that Etowah County has done an exceptional job in fusing career education into the regular curriculum throughout the system.

5. Marion: Procedures used by the Marion City exploration site included field trips, resource persons, audio-visual materials, and "on-the-job" experiences. A local commercial stitchery equipped the Career Center with several commercial sewing machines, and an instructor who had several years experience in commercial sewing provided hands-on experience within the school building. During the year trips were made to many work sites including:

   . garment factory
   . large service station
   . bottling company
   . telephone company
   . arts and crafts show
   . paper mill
   . construction site
   . canning factory
   . agri-business center
   . shoe factory
   . cheese processing plant

   Many students at the junior high school level were placed in on-the-job experiences but there were problems resulting from the insuring of students at work sites and conflict with school hours. During spring vacation, some students were placed in a full-time work experience setting for five consecutive days at one of the local garment factories. A career library has been set up and contains many materials including filmstrips, tapes, and career packages.

PLACEMENT COMPONENT

Product Evaluation of the Placement Component

In attempting to assess the value of a career placement program we are immediately beset with certain problems. Probably the most formidible of these is selection of a "measure" of program effectiveness. Our first thought might be to collect data in the form of numbers of students placed in full-time employment or in technical training programs, followed by a comparison of these data to that from a "control" group (or from prior years on the same group). It soon became evident, however, that an accurate and useful evaluation of a placement program must be of a longitudinal nature, since ultimately, career placement itself is a long term activity. The sheer number of students who walk into full-time positions after leaving school (via graduation, dropout or whatever) provides no information at all concerning the appropriateness of the resulting student/job combinations. Indeed, there may be no effective means for assessing the appropriateness of placement short of a longitudinal study of a person's satisfaction with his career measured at, say, 5, 10, and 15 years after the initial placement is made. Since a study of this type was impossible to conduct within the framework of a program such as the CE-EP Part C Career Education Project, the decision was made to present a minimum of number-based placement statistics while simultaneously describing in some detail the development of career placement procedures in the participating local sites. In short, this report shall emphasize process rather than product evaluation.

Some Data From the Local Sites

Coffee County reports that several students were involved in career placement activities. Of these, some were working in positions which were remunerative while others were engaged in jobs as a learning experience only (see following table).

PROGRAM	PAID LEARNERS	NON PAID LEARNERS
Welding	1	14
Textile Technology		17
Barbering		2
Auto Mechanics		5
Nursing Aide	4	
Salesmanship	1	
Cooking	1	
Printing	1	
Sewing	10	
Clerical Training	4	

In addition, six students who had dropped out of high school but later returned to graduate were placed in college study. As these students were not financially able to pursue a college career without help, placement personnel assisted them in obtaining finanical aid.

Seventh-one students took part in the work-study program during the year and six college graduates were helped in securing jobs. Finally, a 23-year old individual who had recently been released from prison was aided in securing employment in a hospital. Counselors and the placement coordinator assisted 106 students in applying for post-secondary education and in securing various forms of financial aid.

Coffee County also provides the following information concerning the academic achievement of students involved in the placement activities:

Grade Average* Before and After
Enrollment in Work-Study Program

High School	n	Before W.S.	After W.S.	Avg. Diff.
School A	17	75.3	81.2	5.9
School B	22	71.2	82.1	9.9
School C	21	73.1	79.4	6.3

*Grading Scale for Coffee County School System:
90-100=A, 80-89=B, 70-79=C, 60-69=D, Below 60=Failure

In Covington County, approximately 30 potential dropout students were placed in compensatory classes for remedial work. Five or six students were referred for psychological testing and possible admission to a special education class, and 20 to 30 students were tutored in problem areas by other students. Part-time employment during the school year was provided for approximately 50 potential dropout students and over 100 students were placed in summer jobs in the county through the cooperative efforts of the project and the Alabama State Employment Service. In addition, approximately 70 former students (dropouts) were contacted with the following results:

1. 10 students were placed in permanent jobs
2. 8 students returned to school

Information from Geneva County states that placements were made for eleven students in full-time jobs and for three students in part-time work. These placements included positions at a cloth factory, a food wholesaler, and a hospital. In addition, 22 students were assisted in applying for post-secondary education and financial aid. The report

indicates that although the program does not look as good as it might in terms of numbers, much was accomplished in improving awareness and stimulating interest in career education and placement in the schools. One problem encountered in Geneva County was that the rotating school day schedule precluded the possibility of part-time work during school hours.

Mobile County reports that part-time and full-time jobs as well as observational experiences were secured for several students. The listing below illustrates some of the results of the placement program:

1 student taught music in a private school

4 students did clerical work at the Mobile County Board of Health

20 students were placed on "call-out" basis for Morrison Food Service at the Municipal Auditorium.

19 students were involved in observational experiences in such areas as nursing, physical therapy, lab technology, day care centers, traveling sales representatives, and archeological expeditions.

40 post-secondary experiences were provided for those students requesting placement in 4-year institutions.

15 students were placed for observation in an area technical college. Here each student was paired with another student for observational experiences in an area of his choice.

Approximately 75 students in the Mobile County School System received assistance in making plans for post-secondary education.

In Phenix City, placement services for part time positions were available to all students. As a result, 202 students were placed during the school year and 52 during the summer. This was in addition to the students referred to the Employment Service for N.Y.C. summer jobs. Disadvantaged and handicapped students were placed in work-study positions for the summer. Full-time placement efforts for graduates included 46 referrals and 30 confirmed job placements. Many other students were assisted in applying for post-secondary education and financial aid. The following data concerning treatment and control group students is reported from Phenix City:

1. In the treatment group, 67 percent were employed or in military service compared to 55 percent of the control group.
2. The treatment group had 28.5 percent unemployed and desiring employment contrasted with 59 percent of the controls.

Other Forms of Product

Although product evaluation is often limited to "test"-type data, it is evident that in a developmental program such as the CE-EP Part C Project, there are many forms of "output" which are, in reality, products of the program. In the placement component, some of these important products are forms, questionnaires, and surveys for identifying potential dropouts, following up on students who have been placed in jobs or further education, etc. In this respect, there has been abundant production by the project during the operational year. One of the most important products of the placement component is the comprehensive list of effective procedures and methods which have been identified by the local sites. A copy of this list is included in this report as Attachment M. Finally, a product which is the result of the placement component conference held on August 2, 1974 is a model of career placement by Dr. Ralph Roberts of the University of Alabama. This model describes placement as an ongoing process rather than an "event" (see Attachment N).

Process Evaluation of the Placement Component

In describing the various procedures and methods which were utilized by the local sites in developing their placement programs, this report will address itself to several different aspects of the project and highlight similarities and differences among the sites. Some important facets of the programs were (1) locale, (2) program objectives or goals, (3) specific procedures or activities for the accomplishment of program objectives, and (4) results and conclusions drawn from the experiences gained by engaging in particular activities.

Locale: In terms of geographical makeup, average income level, and industrial and educational characteristics, there were both similarities and differences among the sites. The geographical conditions were roughly similar in all sites (southern Alabama location, warm moist climate, predominately level fertile land). Mobile is situated as to have a waterfront along Mobile Bay.

Economic: The median income levels in the placement sites tended to be below that of the United States as a whole and somewhat lower than the rest of the state. The following table illustrates the economic parameters for Coffee County.

MEDIAN FAMILY INCOME

REGION	1960	1970
Coffee County	$3,032	$6,776
S.E. Alabama	3,003	5,930
Alabama	3,937	7,266
United States	5,660	9,560

Source: U. S. Bureau of Census

There are large differences in the industrial makeup of the sites with Mobile characterized as highly industrialized (over one-half billion dollars invested in diversified industry, including ship-building, chemicals, paper, aircraft engines, and metals). It is also a leading seaport.

The three southeastern counties, Coffee, Covington, and Geneva are the least highly industrialized (many residents must find employment outside the county although residing within) with Phenix City falling between these counties and Mobile in terms of industrialization. The physical location of Phenix City is such that its eastern boundary is contiguous with the city limits of Columbus, Georgia (a highly industrial city). The great degree to which this city influences the occupational style of Phenix City is illustrated by the fact that both cities operate on the same clock time (Eastern Time), adding to the convenience of a large commuting workforce.

Educational: In terms of the availability of post-secondary education, the state system of junior colleges and technical schools has assured that no site is situated great distances from these services. The extent to which technical education is available within the school systems, however, does differ from site to site. In Covington County, there is one technical college and a state junior college, but the vocational offerings in the high schools are limited (each high school has classes in agriculture and home economics and one high school offers classes in vocational industrial education). Coffee County has one state technical college, a vocational school, and a state junior college. These institutions serve the school system. The Geneva County schools offer three types of vocational programs. All four schools have home economics and vocational agriculture and two have BOE programs. Although not located within the county, three technical colleges and three state junior colleges are easily accessible and bus transportation in Geneva County is provided by some of the institutions.

The Phenix City School System has two industrial arts exploratory programs, an occupational exploration guidance program, four cooperative education programs including business and office education, distributive education and trades and industrial education, business office preparatory program, vocational home economics and child care. There are no vocational centers in the city, but post-secondary opportunities include a new community college, a technical college within 30 miles, and an out-of-state vocational-technical school in Columbus, Georgia.

At the secondary level in Mobile County, vocational training is given in health occupations, day trades, business and office education, home economics, and industrial cooperative training. There is one area vocational high school, two technical colleges, and one junior college in the county.

Program Objectives: The overall state goal for the placement component is the placement of all exiting students in either: (1) a job,

(2) a post-secondary occupational program, or (3) a baccalaureate program. The more immediate goal for each local site this year, however, was the development of a placement program which would make it possible to attain the overall state goal. Realizing that there are some obvious and important activities which are necessary for the development of any viable placement program, the ammended application for the project stated the following as the scope of work, or objectives, for each site:

1. Development of a system for identifying and cataloguing potential school leavers;
2. Development of follow-up instrumentation for all exiting students with emphasis placed on grades 7-12.
3. Development and testing in several school settings a comprehensive placement program providing for the placement of every exiting student in a job, a post-secondary occupational program, or a baccalaureate program.
4. Determination of state, community, and area resources capable of providing specific, or a variety of employment opportunities for potential school leavers;
5. Determination of state, community, and area resources capable of providing specific or a variety of post-secondary and/or baccalaureate opportunities for potential school leavers; and
6. Development of alternative methodologies whereby these resources can be intermeshed with school leavers' identified competencies and abilities.
7. Implementation of the most promising of these alternative methodologies in carefully controlled settings; and
8. Determination of the relative worth of each alternative methodology in providing an individual student with a realistic placement upon leaving the school setting.

These objectives are, in general, identical to those found in the reports of each placement site. In some instances they have been "subdivided" and stated in more specific terms. The statement of objectives for Phenix City is an example of this.

Procedures: Although the program objectives for each site were practically identical, there were some differences in the methods used to attain them. Sometimes these differences were the result of practical considerations (the method of contacting local businesses might differ between a large industrial city and a smaller less industrialized town) while in other instances differences in beliefs held as to the "correct" method to use was the reason.

Methods utilized for the identification of potential dropouts were mostly of a survey form nature where the data for a potential early school leaver was provided by a teacher or counselor who had direct contact with the student. The evaluator reviewed two such forms and found that they used a coding system derived from a survey data sheet used by the State of Alabama for collecting information on students who leave the public school system. Covington County compiled an "index" on students by considering the following variables:

1. low or failing grades
2. high absenteeism
3. non-participation in school activities
4. active antagonism toward teachers and principals
5. low reading ability
6. fewer than two natural parents in the home
7. record of delinquency
8. brothers and/or sisters who have dropped out

Mobile County has listed three steps in developing a program for the identification of potential school leavers:

1. Identification of the criteria for identifying potential early school leavers.
2. Solicitation of support from local school personnel--principals, teachers, and counselors--in identifying potential school leavers.
3. Utilization of support personnel in the Division of Pupil Personnel who work directly with potential early school leavers.

The methods of Phenix City include the development and testing of a survey card and mail/telephone contact system for following up and offering services to those students who actually do drop out of school.

Various instruments were developed to aid in performing follow-up functions for students leaving school. A questionnarie provided by the CE-EP Part C project is found in Attachment O. Procedures tried included mail-out questionnaires and data sheets for use by a counselor as he interviews a dropout over the telephone. Often the method used was a combination of a mailed form and a follow-up call to those former students from whom replies were not received. In one site, each student who dropped out of school was visited personally by the county attendance officer. If the student was not planning to return to school, he was put in contact with the placement coordinator.

All five sites provided placement services to students and evaluated the effectiveness of the methods tried (See Attachment M).

Several procedures were used to determine the state, community, and area resources available. In some sites, a personal visit was made to an officer of each major business concern. Other local sites formulated and used a system involving several steps, for example, a general mailing to businesses found in the telephone directory, followed by a telephone call to promising resources, culminating in personal visits to those businesses responding most favorably. Some sites used local newspapers to alert prospective businesses of the project and its resource needs. In most cases, where post-secondary opportunities were available, representatives from the institutions offering these services were invited to distribute information or to talk to the students. Several sites went beyond the identification of available resources and actually

set up procedures for systematic articulation with businesses and educational institutions. The establishment of advisory committees was tried and found to be helpful.

Several methods were tried for meshing information concerning occupational and educational opportunities with students' abilities and interests in an attempt to assist students in obtaining a satisfactory job or selecting an appropriate post-secondary program. The methods utilized were diverse and ranged from structured counseling and exploration programs taking place throughout the year for all students, to stop gap measures for students who were dropping out and found themselves in need of immediate employment. One site operated separate programs each aimed at a particular population. Students served by this multiple program included (1) students graduating with a degree, (2) students leaving school permanently before completing a degree, and (3) students remaining in school but needing compensatory employment.

In summary, there were many methods utilized by the placement sites in order to attain the program objectives. The experiences gained through the utilization of diverse procedures has resulted in the listing of several of these which seemed to work well for developing and operating a career placement program.

SUMMARY AND CONCLUSIONS

The evaluators feel that the State CE-EP Part C Career Education Project has been a beneficial undertaking for all those who participated in it. Results of the first year of operation include ideas for the development and implementation of future career education programs especially with regard to the identification of available exploration and placement resources and the implementation of procedures for incorporating career education into the regular school curriculum. The excellent leadership of key project personnel resulted in a smooth, efficient operation whereby ten local school systems from diverse geographical and economic areas of the state worked together to find answers to some very important educational questions. Furthermore, the participation by many sites in the CE-EP project has resulted in a commitment by several to continue a strong career education program in their schools.

The evaluators hope that the accomplishments of the project this year will be instrumental in generating a continuance of the career education concept in the State of Alabama for it is a concept whose "time has come."

ATTACHMENT A

SELECTED SECTIONS OF AMENDED APPLICATION

A. SITE IDENTIFICATION

The project will be directed toward ten specific sites selected for their ongoing and projected commitments to the career education concept and for their respective unique differences so that the impact of the programs and materials developed may take on more significance. Five sites will devote their efforts toward the career exploration component and five toward the placement and follow-up component. These two project components are described below.

The ten sites were selected on the basis of the following criteria:

For the Exploration Component

1. Commitment to the career education concept;
2. Community resources are identified and made available;
3. The activities planned are school centered;
4. The numbers of students and teachers to be involved are sufficient to insure the relative success of the endeavor;
5. The exploration experiences are planned consistent with realistic career opportunities relative to community and surrounding areas;
6. A variety of careers are explored during the duration of the project;
7. Provisions are incorporated in the exploration plan for integrating the exploratory activities with other ongoing school experiences;
8. The exploration plan is not limited to a single place or program within the school;
9. Career guidance activities are planned as a part of the program; and
10. Exploration activities planned are appropriate for each grade level represented and both sexes.

For the Placement Component

1. A method for identifying and cataloguing potential school leavers is included;
2. Evidence is presented that some type follow-up instrumentation has been developed or is being developed;
3. The numbers of students counselors and teachers to be involved are sufficient to insure the relative success of the endeavor;
4. The placement activities are planned consistent with realistic employment and post-secondary education opportunities relative to the community and surrounding area;

5. Orientation is provided for each exiting student during the placement function pertaining to subsequent follow-up activities;
6. The placement methodology and the follow-up technique is adequately described;
7. Provisions are incorporated in the placement function for correlating an exiting student's level of achievement, degree of training, areas of interest, and aptitudes with available employment and post-secondary education opportunities;
8. The follow-up technique described is realistic in terms of time and economic requirements;
9. Guidance and counseling activities are planned as an integral part of the program; and
10. The placement component is not isolated at a single school or facility and is coordinated at the system level.

C. FOCUS OF PROJECTS

The project will focus on programs at the junior high or middle school level designed to provide career orientation and meaningful exploratory experiences for students.

Scope of Work

1. Determination of all available community or area resources capable of providing specific or a variety of career exploratory experiences for junior high school children enrolled in the public schools of the State of Alabama;
2. Development of alternative methodologies whereby these resources can best be utilized in an instructional setting for the greatest benefit of the largest number of students;
3. Implementation of the most promising of these alternative methodologies in carefully controlled instructional settings;
4. Determination of the relative worth of each alternative methodology in providing an individual student with a broad based program of career exploration at the junior high school.

Another focus of the project will be programs designed to insure the placement of all exiting students in either: (a) a job, (b) a post-secondary occupational program, or (c) a baccalaureate program.

Scope of Work

1. Development of a system for identifying and cataloguing potential school leavers;
2. Development of follow-up instrumentation for all exiting students with emphasis placed on grades 7-12;

3. Development and testing in several school settings a comprehensive placement program providing for the placement of every exiting student in a job, a post-secondary occupational program, or a baccalaureate program;
4. Determination of state, community, and area resources capable of providing specific, or a variety of employment opportunities for potential school leavers;
5. Determination of state, community, and area resources capable of providing specific or a variety of post-secondary and/or baccalaureate opportunities for potential school leavers;
6. Development of alternative methodologies whereby these resources can be intermeshed with school leavers' identified competencies and abilities;
7. Implementation of the most promising of these alternative methodologies in carefully controlled settings; and
8. Determination of the relative worth of each alternative methodology in providing an individual student with a realistic placement upon leaving the school setting.

D. MEETING R & D, COST/TRANSPORTABILITY, AND COMPREHENSIVE REQUIREMENTS

R & D Requirement

Selected students involved in each of the project components will be carefully measured both pre and post to determine what changes have taken place as a result of participation in the various project activities. During the early months of the project (June 1973 to September 1973) the required instrumentation for measuring the appropriate student outcomes will be selected or developed, validated, and approved for administration. Appropriate statistical techniques will be utilized to analyze the data. Process evaluations will be designed in such a way as to provide the necessary techniques whereby program revisions can be made at appropriate intervals.

Cost/Transportability Requirement

Each component will be conducted in such a way as to collect and analyze all financial data required to complete that component so that potential transportability can be meaningfully judged.

Comprehensive Requirement

All project activities will be designed in such a way as to cut across all educational experiences of the junior high student to determine their relative contributions to the exploratory activities being developed. Each educational activity experienced by a given student at some point in time will be utilized in identifying and cataloguing potential school leavers 7-12 and in developing a network intermeshing identified competencies and abilities with

available placement options.

E. CONCENTRATION OF FUNDING

The Division of Vocational-Technical and Higher Education realizes a need for a single systematic project design administered from the state office level in order to insure that the project activities have sufficient impact and comprehensiveness. The Division will not endeavor to fund ten separate sites for the accomplishment of the objectives set forth for this project but will instead coordinate and conduct a single project at ten sites in the State of Alabama. By so doing there will be no confusion of purpose or procedure and results will indicate a true picture of a total effort and not fragmented pieces of separate smaller efforts.

F. PROJECT DURATION

June 1, 1973 - November 30, 1974 (18 months)

G. THIRD PARTY EVALUATION PLAN

A potential evaluator will be invited to submit a proposed evaluation plan and cost estimate pertaining to the project. A component of the research project will consist of the development of specific behavioral objectives for each of the two project concentrations. Cost transportability data will also be collected. The third party evaluator will be charged with the development of an evaluation design for the evaluation of the effectiveness of the project's administration (supervision, organization, materials, and approaches) as well as the output of the project, as measured by changes in student behavior during the exploratory component and the effectiveness of the placement activities during the placement component.

H. RESPONSIBLE STATE ORGANIZATIONAL UNIT

Alabama Research Coordinating Unit

I. PRINCIPAL STAFF MEMBERS' QUALIFICATIONS

Position	Qualifications
Project Coordinator	Extensive experience in guidance and counseling at the secondary and post-secondary level. Served as both Assistant Director of the Counseling Center and Assistant Professor of Counseling at St. Mary's University,

	San Antonio, Texas. Academic degrees earned include: Master's of Education in Guidance and Counseling, Educational Specialist in Student Personnel Services and a Doctor of Philosophy in Educational Psychology. The dissertation entitled "An Investigation of Vocational Counselor Effectiveness and Its Relationship to Selected Background and Personal Characteristics" was funded by the Texas Education Agency, Occupational and Technical Education Research Division.
Associate Position	Master's Degree in Vocational Education or a related field with training and experience in research methodology and educational statistical techniques.

ATTACHMENT B

MEMORANDUM TO SUPERINTENDENTS SOLICITING PROPOSALS

June 1, 1973

TO: CITY AND COUNTY SUPERINTENDENTS

On May 4, 1973, the Alabama State Department of Education, Division of Vocational-Technical and Higher Education, was awarded a grant by the U.S. Office of Education. This grant was for a 15-month research project designed with two research priorities:

1. Middle School Career Exploration

   a. Determination of available resources including community and area resources capable of providing specific or a variety of career exploratory experiences for junior high school children enrolled in the public schools of the State of Alabama;
   b. Development of alternative methodologies whereby these resources can best be utilized in an instructional setting for the greatest benefit of the largest number of students;
   c. Implementation of the most promising of these alternative methodologies in carefully controlled instuctional settings;
   d. Determination of the relative worth of each alternative methodology in providing an individual student with a broad based program of career exploration at the junior high school.

2. Placement of All Exiting Students

   a. Development of a system for identifying and cataloguing potential school leavers;
   b. Development of follow-up instrumentation for all exiting students K-14;
   c. Development and testing in several school settings in a comprehensive placement program providing for the placement of every exiting student in a job, a post-secondary occupational program, or a baccalaureate program;
   d. Determination of state, community, and area resources capable of providing specific or a variety of employment opportunities for potential school leavers;
   e. Determination of state, community, and area resources capable of providing specific or a variety of post-secondary and/or baccalaureate opportunities for potential school leavers;
   f. Development of alternative methodologies whereby these resources can be intermeshed with school leavers' identified compentencies and abilities;
   g. Implementation of the most promising of these alternative methodologies in carefully controlled settings; and
   h. Determination of the relative worth of each alternative methodology in providing an individual student with a realistic placement upon leaving the school setting.

Up to ten school systems may participate in this project (at least five directed toward each of the priorities). However, a single system may apply for participation in both priorities making it feasible that only five systems will participate.

Your system is invited to submit a plan for participation in this project if you can establish the following prerequisites:

a. An ongoing or projected commitment to the career education concept;
b. A unique approach toward either one or both of the research priorities listed above. This may be an implemented technique or a planned program.

Research and Evaluation State personnel from the Division of Vocational-Technical and Higher Education will cooperate with your system through the collection and analysis of data relative to the two priorities in an effort to determine the most effective methodologies toward accomplishment of the research goals.

Systems selected to participate in the placement focus will receive $12,000 to support a placement coordination for the program. Systems selected for the exploratory focus will receive approximately $7,000 for the purchase of supplies, materials, and small equipment to operate and evaluate a career exploratory offering at the middle school level.

If you desire to be considered for participation in this project, please direct a letter of application to me including:

1. the research priorities you desire to participate in;
2. a statement of assurance of committal to the career education concept;
3. a description of the approach your system will use toward accomplishment of the research goal; and
4. a description of the site to be used including number of schools, teachers, counselors, and pupils to be involved, socioeconomic nature of the community, etc.

We are pleased to be able to participate once again in the further realization of career education implementation in Alabama and look forward to a cooperative venture through this project toward a greater impact with Alabama's youth. We will be pleased to consider your application for participation. Applications are due post-marked no later than June 15, 1973.

Sincerely,

State Director
Vocational-Technical and Higher Education

ATTACHMENT C

SUGGESTED CRITERIA AND PROCEDURES FOR SELECTING SITES FOR THE RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

Step I

Review applications to determine if they contain the following:

A. Statement of assurance of committal to the career education concept.

B. Adequate site description:
   1. Number of schools involved.
   2. Number of teachers involved.
   3. Number of counselors involved.
   4. Number of pupils involved.
   5. Socioeconomic nature of the community.

Step II

A. Review applications for exploration component to determine if they meet the following criteria:
   1. Hands-on experiences are provided each participating student;
   2. Community resources are identified and made available;
   3. The activities planned are school centered;
   4. The numbers of students and teachers to be involved are sufficient to insure the relative success of the endeavor;
   5. The exploration experiences are planned consistent with realistic career opportunities relative to the community and surrounding areas;
   6. A variety of careers are explored during the duration of the project;
   7. Provisions are incorporated in the exploration plan for integrating the exploratory activities with other ongoing school experiences;
   8. The exploration plan is not limited to a single place or program within the school;
   9. Career guidance activities are planned as a part of the program; and
   10. Exploration activities planned are appropriate for each grade level represented and both sexes.

B. Review applications for placement component to determine if they meet the following criteria:
   1. A method for identifying and cataloguing potential school leavers is included;
   2. Evidence is presented that some type follow-up instrumentation has been developed or is being developed;

3. The number of students, counselors, and teachers (if any) to be involved are sufficient to insure the relative success of the endeavor;
4. The placement activities are planned consistent with realistic employment and post-secondary education opportunities relative to the community and surrounding areas;
5. Orientation is provided for each exiting student during the placement function pertaining to subsequent follow-up activities;
6. The placement methodology and the follow-up technique is adequately described;
7. Provisions are incorporated in the placement function for correlating an exiting student's level of achievement, degree of training, areas of interest, and measured aptitudes with available employment and post-secondary education opportunities;
8. The follow-up technique described is realistic in terms of time and economic requirements;
9. Guidance and counseling activities, including vocational guidance, are planned as an intergral part of the program; and
10. The placement component is not isolated at a single school or facility and is coordinated and conducted at the system level.

ATTACHMENT D

October 12, 1973

M E M O R A N D U M

TO: Superintendents, Administrators, Counselors, Teachers and Placement Coordinators

FROM: Dr. Sam Shippen, Project Coordinator

SUBJECT: Part C Research Project, September 1973 - November 1974

In any large scale research effort there is need for clear understanding of goals, procedures, materials and most especially the individual person's duties and responsibilities as these inter-relate. This letter concerns these topics and is intended to help you plan and carry out the project in your school system.

I. PROJECT GOALS

The most valuable achievement of the entire project will be the production of tried and tested methods of career exploration and career placement which can be demonstrated to work with a majority of students in a given system and with many other systems as well. Therefore, your part in the project is to discover, first for your school system and then for many other school systems which will be looking to your findings, answers to such questions as these:

(1) How many teacher hours and what kinds of personnel are needed to do this job for a system?
(2) What kinds of materials must be used to carry out the job?
(3) What methods and techniques, considering the cost factors, will provide the best experience for the majority?
(4) Finally, what objectives can be realistically accomplished in career exploration and placement, considering the people it will take, the materials needed, and the methods used?

In the project there are four major goals that apply to all the ten LEA sites. There are also three goals specifically applicable to the placement sites.

GOALS THAT APPLY TO ALL 10 SITES

Goal 1. Determination of all community, area, and state resources available for exploration or placement. (The key word is "available," meaning that your efforts to determine resources should be limited to those resources capable of and available

for providing exploratory experiences or placement opportunities for students.) This also means that you should select and judge which resources are suited to your needs. The value here is that you will produce a usable list of resouces for your project. This will require personal contact so that you can evaluate the resources. Forms or methods used in contacting these resources should become part of your periodic reports to the State Department of Education.

Goal 2. Development of alternative methods to:

(a) use the community resources in an instructional setting for exploration; or

(b) intermesh community, area, or state resources with school leavers competencies in the placement sites.

All systems are expected to develop alternative methods of using the identified community resources - but for two different purposes. The five exploration sites develop methods for using community resources for career exploration while the five placement sites develop methods which match community resources with school leavers' competencies, i.e. a school or job match with the student's skills and attainment.

Goal 3. Implement the most promising alternative methods in carefully controlled settings for exploration or placement. (This means that there must be a distinction and a comparison made between (a) methods and (b) students. The methods should be clearly defined and separate. Also there must be two distinct but comparable groups of students randomly assigned to experimental and control groups.)

Goal 4. Determine the relative worth of each alternative method in providing the student with:

(a) broad based career exploration (exploration sites)

(b) a realistic placement (placement sites)

The accomplishment of this goal is tied closely with Goal 3. It especially relates to the controlled nature of the project which is the comparison of methods on the basis of experimental and control groups of students. The evaluation concerns two kinds of measures of success. The pre and post tests of students will give a "global" measure of success. But just as important will be the periodic reports from which a measure of the internal progress can be taken.

GOALS THAT APPLY TO THE PLACEMENT COMPONENT

In addition to the above goals are the following placement goals which apply only to the placement sites.

Goal 5. Develop a system for identifying and cataloguing potential school leavers.

Goal 6. Develop a follow-up instrument for all exiting students K-14 (but with emphasis on 7-12).

Goal 7. Develop and test in several schools a comprehensive placement system providing for the placement of every exiting student in a job, a continuing education program, or a baccalureate program.

II. PROCEDURES

Sample Selection --

The selection of alternate methods should be determined during the pilot phase (September thru December) of the project. However, the requirement for two groups of students is fixed and should be accomplished immediately. To arrive at two groups of students for the project the following steps should be taken.

(1) For each grade level randomly select 20 percent of the students from the total student body in that grade level.
(2) Randomly assign half of the sample (10 percent) to the experimental group (the remainder comprising the control group).
(3) The 10 percent in the experimental group must be collectively exposed (when possible in groups not less than 25 students) to the career exploration or placement methods.
(4) The 10 percent in the control group go on with the regular school program.
(5) When the sample is identified (control + experimental) the students are then given a pre-test. That test will be supplied to you free of charge as will the scoring of the answer sheets.

It cannot be too strongly emphasized that the main benefit and worth of this project depends upon its ability to be generalized to (a) the total school system and (b) to other school systems. This cannot happen unless the sample is a valid random sample.

The project duration is from September 4, 1973 to November 30, 1974. For the exploration sites five different kinds of career exploration methods have been identified. Each system is encouraged to supplement

this list by adding others. The five methods listed here were identified by Dr. John Deloney of the State Department of Education and are based on a continuum from concrete (maximum sensory and personal involvement) to abstract (minimum sensory and personal involvement). They are as follows:

From More Concrete -- To Less Concrete

Level I	Actual on-the-job experience
Level II	Work setting observation - field trips
Level III	Resource person coming to school (students explore verbally)
Level IV	Film strips, slides, motion pictures (i.e. career resource center used under teacher guidance)
Level V	Looking at career materials in a library, i.e. books, periodicals, D.O.T., etc. (student's individual exploration on his own)

Each school system in the exploration sites should test out every one of the five methods (plus any others of their own). Some methods may be more emphasized (i.e. on the basis of more frequent trials) than others in a given system.

The following outline explains these different approaches:

Site	LEA Proposal	Emphasized Method
1. Cullman City	Mini courses	Resource persons brought into school
2. Decatur City	Career exploration lab	Film strips, slides, motion pictures
3. Marion City	Field trips to work settings	Work setting observation
4. Etowah County	Instructional materials, library resource, such as DOT, OOH, etc.	Library resource materials, individual student study
5. Bessemer City	Total teacher & parent involvement	Actual on-the-job experiences

Examples of these methods with frequency of student exposure to them are given below:

ATTACHMENT D continued

EXAMPLE I (Cullman)

SUGGESTED TIME SPENT	METHODS TESTED	
30%	Resource persons	Mini courses
25%	Films, slides	
20%	Work setting observations	
15%	On-the-job experience	
10%	Library study	
100%		

EXAMPLE II (Decatur)

TIME SPENT	METHODS TESTED	
30%	Films, slides, etc.	Career exploration
25%	Work setting observations	lab
20%	On-the-job experience	
15%	Library study	
10%	Resource persons	
100%		

In this example the system would emphasize a career exploration lab., but would de-emphasize resource persons.

EXAMPLE III (Marion)

TIME SPENT	METHODS TESTED	
30%	Work setting observations	Field trips
25%	On-the-job experience	
20%	Library study	
15%	Resource persons	
10%	Films, slides, etc.	
100%		

EXAMPLE IV (Bessemer)

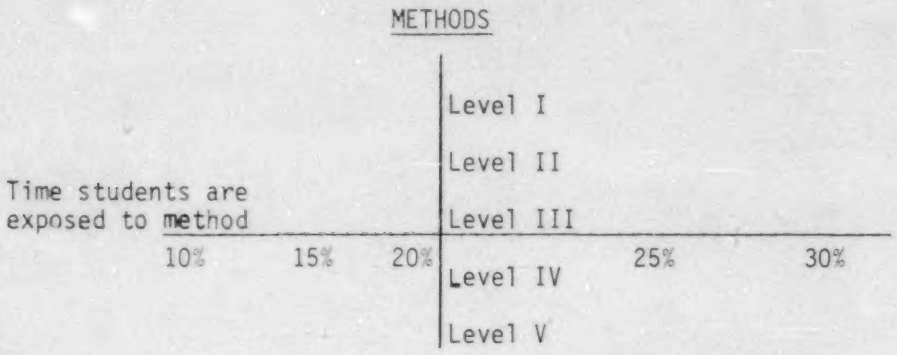
TIME SPENT	METHODS TESTED	
30%	On-the-job experience	Actual job experience
25%	Library study	
25%	Resource persons	
15%	Films, slides, etc.	
10%	Work setting observations	
100%		

EXAMPLE V (Etowah County)

TIME SPENT	METHODS TESTED	
30%	Library resource study	Instructional materials
25%	Resource persons	
20%	Films, slides, etc.	
15%	Work setting observations	
10%	Actual job experience	

These arrangements may have extraordinary value in as much as they would allow a particular method to be tested out across five different time spans in five separate sites.

The following diagram illustrates this relationship:



Thus a method such as actual on-the-job experience can be measured across five different time spans in five different sites.

AS AN EXAMPLE:

If each teacher devotes 20 working days to the project, this is the equivalent of 6 class hours x 20 days or 120 class hours.

30% student exposure	=	36 class hours
25% time to various	=	30 " "
20% methods	=	24 " "
15%	=	18 " "
10%	=	12 " "
100%		120 class hours

If the teacher time alloted the project is divided between pilot phase, full run phase, and re-run phase on the following schedule --

Pilot Phase	-	5 days	-	30 class hours
Full Run	-	10 days	-	60 class hours
Re-Run	-	5 days	-	30 class hours

then during the project the following time schedule would pertain:

Pilot Phase 5 teaching days or 30 class hours per teacher (Sept.-Dec.)

30% student exposure	=	9 class hours
25% time to various	=	7½ " "
20% methods	=	6 " "
15%	=	4½ " "
10%	=	3 " "
100%		30 class hours

Full Run Phase 10 teaching days or 60 class hours per teacher(Jan-May)

30% student exposure	=	18 class hours
25% time to various	=	15 " "
20% methods	=	12 " "
15%	=	9 " "
10%	=	3 " "
100%		60 class hours

Re-Run Phase (Sept. - Nov.) (Same as Pilot Phase)

For a final example let us refer to Example I (Cullman City).

PILOT PHASE:

30% of students time is spent with resouce persons coming into the school, which means 9 class hours.

25% of students time is spent in a career lab. situation with slides, film strips or other career education information -- 7½ class hours.

20% of students time is spent in work setting observation-- 6 hours.

15% of students time is spent in on-the-job experiences-- 4½ class hours.

10% of students time is spent in library research study-- 3 class hours.

Perhaps it should be recalled that while only 10 percent of the students (the experimental group only) are engaged in these activities, the entire school system can receive substantial benefits, and the benefits to the system can be remarkable. Released time of teachers for planning and class activities can be paid for out of project funds. Materials of direct benefit to the study can be purchased. But more important, the school system itself can learn a great deal from its own experience which can remain for years to come in its career education program.

III. MATERIALS USED

Good reporting forms are essential to the project. A copy of a monthly reporting form is enclosed. In addition, copies of all materials that are developed locally, such as --

(a) behavioral objectives for exploratory experiences
(b) teacher made tests of behavioral objectives
(c) business contact forms
(d) guides for determining resources
(e) student follow-up forms
(f) potential school leaver identification forms, etc.

should be sent to the project coordinator in Montgomery as part of the LEA report.

IV. PERSONS INVOLVED

There are three teams working on the project, composed of the local school systems, the State Department Vocational-Technical and Higher Education research team, and Dr. M. Ray Loree of the University of Alabama as third party evaluator.

The ten local education agencies are:

Exploration: Bessemer, Cullman, Decatur, Marion, and Etowah County.

Placement: Coffee County, Covington County, Geneva County, Phenix City, and Mobile.

There will be 40 teachers, 10 counselors, 10 administrators, and 5 full-time placement coordinators assigned to the project in the following manner.

Each teacher will devote the equivalent of 20 working days or 120 class hours figured at 6 classes per day during the total project.

Counselors will be assigned 26 working days and administrators 15 working days.

Placement coordinators will be assigned full-time for 12 months (September 1973 - August 1974).

Because the project is designed to evaluate different methods of career exploration and career placement under experimental conditions, the actual number of students involved is limited to a 10 percent experimental group and a 10 percent control group in each system. A good rule of thumb would be that each teacher be responsible for 50 students throughout the project. Those fifty students would be in the experimental group.

- COUNSELORS -

Part C research projects stress the importance of career guidance as central to the development of career education. Counselors should see their part in the project as an extension of their role in providing guidance to students. Their expertise in testing, their group guidance leadership, their liaison capability between faculty and administration in interpreting student needs, are highly important. The project can provide a very special opportunity for counselors to help develop and integrate new and innovative methods and techniques of career exploration and placement into the system. Counselors have traditionally asked the question, "How can I make the guidance service extend to all the students?" It seems that there is much latitude in this project for counselors to research and investigate this very question.

The third party evaluator is Dr. M. Ray Loree, a nationally respected researcher from the University of Alabama. He will evaluate the project plans, procedures, and end results.

The State Department Division of Vocational-Technical and Higher Education under Mr. T. L. Faulkner, is charged with the management of the project. Dr. James R. Bishop, Chief of the Support Data Branch has over-all authority in this research effort. He is assisted by Dr. Douglas Patterson, Supervisor of Research.

The Project Coordinator is Dr. Samuel J. Shippen who will work with Dr. John M. Roth making field visits and helping you with questions as they arise. The State Department staff can be reached at 269-7016.

V. SUMMARY

In summary, we are all engaged in a most important research project in which we are attempting to experimentally demonstrate the best methods of:

(1) determining community resources
(2) developing methods to use these resources
(3) testing out these methods
(4) evaluating the worth of these methods

In addition, the placement sites are charged with:

(5) developing an identification system for potential school leavers
(6) developing follow-up instruments
(7) developing and testing out a comprehensive placement program

Five exploration methods have been suggested for initial try-out. But placement methods also need to be defined and investigated during the pilot phase by the placement sites.

Some of the forms and materials to be used in the project have already been devised but others have yet to be developed. It is through an accurate reporting system that the best lines of communication will remain open and revisions and improvements can be made.

You, the personnel in the project, are most qualified as teachers, counselors, and administrators for this task and therefore much is asked of you. Perhaps at this stage, considering the magnitude of the task, you may feel, as did Sir Winson Churchill, that never before in history will so many owe so much to so few. It seems that in the history of research this has often been the case. A few have always undertaken much for many.

It is often the case that the long range value of an educational research project cannot be estimated at the time; nevertheless, the influence it may have on a school system or other systems which study its results may be inestimable.

Today it seems that in education two groups, vocational students and college bound students, are receiving particular career preparation. There is a vast majority, however, who are neither vocationally nor professionally prepared for a life of work when they leave school. Career education must address these students also. This is the challenge you are undertaking.

Speaking in behalf of the State Department Staff and ultimately in behalf of the U.S. Office of Education, we want you to know that we have great confidence in the teachers, counselors, and administrators in this project. Alabama educators are going to succeed in raising the level of education in this State. The promise of career education for all students is going to be kept in Alabama. It is true that "we have miles to go" and many promises to keep. But like another famous Alabamian who looked down at his feet and seeing the lowly peanut, stooped to discover what it really was - and found a whole universe, so we must pause and discover in our own schools and communities a new universe of career resources for our students.

In this project we ask you to be the new scientists of career education, the new explorers, the basic researchers for your system. In this task for career education let our motto be the ancient saying "labor vincit omnia" - hard work conquers all obstacles.

ATTACHMENT E

January 2, 1974

M E M O R A N D U M

TO: Superintendents, Administrators, Counselors, Teachers and Placement Coordinators

FROM: Dr. Sam Shippen, Project Coordinator

SUBJECT: Part C Research Project, September 1973 - November 1974

SYSTEM TO IDENTIFY COMMUNITY RESOURCES
CAPABLE OF PROVIDING A CAREER EXPLORATION
OR PLACEMENT OPPORTUNITY

Problem:

How does a teacher, principal, counselor, placement coordinator, or for that matter any single school system, come up with a program exploration or career placement? How would that system fit a huge county system such as Mobile County and at the same time smaller system like Marion City? And furthermore, what of the difference between the objectives of exploration versus the objectives of a placement (job or post-secondary education) program? Can the same system be used for both purposes? Would the system help locate a firm where a junior high student could "experience" something for his future career? Could that system help find a job for a drop out? Would a school superintendent reading about the system be willing to invest some hard-to-come-by educational dollars to try it on for size in his system? Would a vocational education director be willing to propose it for his program?

This is exactly the challenge and the opportunity that lies ahead in the Part C Career Education - Exploration and Placement (CE-EP) project for Alabama. In order to tackle this problem let's consider it from the local point of view.

1. Who is going to get the job done?
2. What are the materials needed?
3. What is the best tactical approach?
4. What is the final purpose of the system?

WHO IS GOING TO GET THE JOB DONE?

-Agents-

No one person or agency can possibly locate, contact and develop all the community, area, and state resources for career exploration or placement. But just as the largest journey begins with a single step, someone must begin. The logical person in the local setting is the

superintendent. His delegate, the project coordinator, should direct the field operations. But it is the superintendent who must give the word to move forward.

There are three groups who should be involved:

THE SCHOOL	THE COMMUNITY	THE STATE
1. Project director	1. Parents (thru the parent-teacher organization or their school connected clubs)	1. Research staff of the Research Coordination Unit
2. Administrators	2. Advisory committees (a) Career education (b) Vocational education	2. State supervisors of vocational education
3. Vocational teachers		
4. Counselors		
5. Other faculty & students		

These groups should be organized as a committee. The committee should operate through task forces.

COMMITTEE TO DETERMINE LOCAL RESOURCES

TASK FORCE A	TASK FORCE B	TASK FORCE C	TASK FORCE D
LOCATORS	CONTACTORS	VISITORS	DATA CATALOGUERS

TASK FORCE (definition) - a task force is an "ad hoc" committee designed to accomplish a specific task. Its members may include teachers, parents, administrators, businessmen, students, etc. A task force should be small (ten members or less) with at least two members working on any given assignment of the task force. A task force should file a written report with the committee.

WHAT ARE THE MATERIALS NEEDED?

These are of three kinds:

(1) Aids to locate resources
(2) Aids to contact resources
(3) Aids to catalogue data for future use

Aids to locate:

1. State wide computerized print-outs of industries sorted by cities (provided by State)
2. Chamber of Commerce directories (available locally)
3. Yellow pages of phone book (available locally)
4. Local newspapers (available locally)

5. Information from local State Employment Service office

Aids to contact:

1. Form letters
2. Survey questionnaires
3. Telephone callers
4. Personal visitors

Aids to catalogue data:

1. Card file containing:

   A. Human resources (person who will come to visit school)
   B. Physical resources (places for student visits for exploration or employment opportunities)

WHAT IS THE BEST TACTICAL APPROACH?

1. Form general committee
2. Develop task forces

Task Force - A - Locators

1. Using aids to locate, find:
   a. Name of business or agency
   b. Address
   c. Phone number
   d. Person to contact for further information
   e. Pass on this information to Task Force B
   f. Report to committee

Task Force - B - Contactors

2. Using lists provided by Group A, contact resources:
   a. By letter (in a large city)
   b. Follow-up phone call--use a survey questionnaire to determine:
      (1) Type of business
      (2) Type of product
      (3) Type of clientele served
      (4) Business hours
      (5) Kinds of jobs
      (6) Kinds of employment needs or exploratory opportunities for students
      (7) Name of person with whom to make appointment for personal visit from committee
      (8) Screen to see if this is a useful resource for project
   c. Pass on this information to Task Force C
   d. Report to committee

Task Force - C - Visitors

3. Using data from Group B, make:
   a. Call for personal visit to resource
   b. On site visit gather final data and make arrangements for visit by students or employment interviewers
   c. Pass on information to Task Force D
   d. Report to committee

Task Force - D - Cataloguers

4. Using all data from three task forces, collect and catalogue information on resources
   a. Set up filing system
   b. Report to committee on outcome of project

In this system you may wish to combine the personnel of Task Force B (Contactors) with Task Force C (Visitors). This may be more appropriate in smaller communities. Also, as a general rule it is better that only one person be a source of contact to a company. It reduces chances for miscommunication and is easier for company.

Since in this system several groups of people are assigned tasks with differing levels of difficulty you may elect to use paraprofessionals in some tasks. For example:

1. Locators can be students or clerical assistants.
2. Contactors can be parents or businessmen or principals.
3. Visitors should be higher level school officials such as the Project Director or prominent members of the community or someone who personally knows the company executive being contacted. The personal entree is usually the most productive. For placement of students, this person would be the placement officer.
4. Cataloguers may be school librarian or students or clerical assistants.

If the method of contact is by letter, followed by a phone call questionnaire, care should be taken in preparing letter to fully explain purpose of phone call. Allow several days from receipt of letter before phone call to insure cooperation. Remember the questionnaire is a screening device to determine if the company is suitable for exploration or placement.

Also note that the kind of questionnaire that is presented should be brief and in line with the purpose of the contact.

An exploration site questionnaire is not a job placement questionnaire. It is less detailed. A job placement questionnaire would be more detailed.

ATTACHMENT E continued

WHAT IS THE FINAL PURPOSE OF THE SYSTEM?

The final purpose is to determine all available community resources capable of providing a wide variety of career exploration experiences for the junior high school children of Alabama - or determination of job or educational placement resources for high school (or drop out) children in Alabama.

Before the Part C Career Exploration project can be successful in any school system, it must accomplish this first goal. Namely, local resources must be located and contacted. It is of great interest to know if your school has a locating, contacting system, but it is more important to know how it works and if it is transportable to other schools in this state or elsewhere. In the coming weeks we will be asking for data on your system.

Enclosed is a statewide print-out on the larger industries in your area. If Dr. Roth or I can be of further assistance in helping to implement your system, please contact us.

ATTACHMENT F

ITEMS SUBMITTED BY LEA PERSONNEL FOR CONSIDERATION AT PARTICIPATES CONFERENCE HELD IN JANUARY 1974

Problems, questions, concerns, etc. about the Career Education Project which I would like to have discussed. (Please be specific. Try to state each item in the form of a question which could be used to begin a discussion.)

1. Do you anticipate that career education will facilitate the teaching of conventional academic subjects in the classroom? If so, how?
2. What are the advantages of incorporating the career education clusters into the regular curriculum concepts rather than teaching a specific cluster as an isolated concept?
3. Is it necessary to try to expose each student to all the career clusters at two or three year intervals? If so, why the repetition?
4. As viewed from the State Department of Education, what are the objectives of career education and what are the anticipated beneficial outcomes?
5. Is it anticipated that the present program might be extended to the junior and senior college levels?
6. Has adequate preparation been given to the problem of preparing the classroom teacher to do an acceptable job of teaching about the various career ideas?
7. What research techniques can be used to evaluate program rather than participant?
8. What techniques appear to be most promising in securing industrial and business assistance and support in career education?
9. Placement of students under 16 in work experiences.
10. Provisions for substitute teachers while on field trips.
11. Students who are non-readers or who are reading far below grade level experience difficulty in reading materials on career exploration.
12. Grouping for on-job observation in making field trips.
13. Implementation of resource center for best results for use of exploration students.
14. Selection of resource people who are willing, capable, and able to visit exploration classes.
15. Proper sources and selection of exploration materials to be used in project.
16. In-service training for teachers in order to prepare them for proper use of methods and techniques in teaching exploration of careers.
17. Broader use for determining and selecting career exploration materials.
18. Means of communication between career exploration school and employers of students in work experiences.
19. C.M.I. test materials too extensive for low-level readers.
20. Feasibility of organizing a Career Exploration Club.

21. It would be helpful to persons making selections of commercially prepared materials on career education if exhibits from various vendors or companies could be available at the conference in Tuscaloosa.
22. Exhibits of teacher prepared materials such as games, projects, etc., would be beneficial.
23. Discussions of problems encountered with planning trips and explaining the program to community places of employment.
24. When will the results from the pre-evaluation testing be available to the Decatur City Schools?
25. Should the amount of time spent on the career program for the month be included in the monthly reports?
26. Should copies of questionnaires and objectives (behavioral) accompany the monthly report?
27. In what ways can the classes of social stuides be related to on-the-job work?
28. How valid is the Crites Vocational Maturity Test?
29. Is it important to get parents aware of and involved in career education? If so, how?
30. Is there anyway to determine or hypothesize on the number of career experiences these students would need to produce a significant difference in scores on the Crites Test?
31. Has the Crites Test been used as an evaluative instrument in any other experiment (to your knowledge)?
32. In evaluating an activity by using a test as the instrument, how can we construct it so that it will interest the students enough to find out what they really learned by participating in the activity?
33. How can we, as classroom teachers, cover our standard curriculum adequately and spend this much time on the career education project?
34. How can we carry on next year with the project when field-trip finances are cut -- realizing that this is the most effective way of carrying out our goals?
35. How can we overcome the fact that many places turn groups of children away?
36. What can be done for students who have dropped out of school and have or appear to have no motivation for anything?
37. When is the best time for an advisory committee to meet?
38. What should be done for a student who has occupational or training aspirations above his ability level?
39. What can a placement officer do for a student who has the interest, aptitude and ability for a job and needs placement, but none in his field of interest is available?
40. How can students be better motivated to take "tests", i.e. aptitude, interest, achievement tests?
41. What follow-up procedures are most effective?
42. How can part-time job opportunities be cultivated for 14 and 15 year olds in view of the competition for these jobs from older students?
43. It would be very interesting to deal with every objective outlined for the placement sites and discuss the processes each site is pursuing in accomplishing these objectives.

44. I believe simply sharing ideas will help spark imaginations and this is what is needed.
45. I doubt that any of us are in a position to offer solutions to very many problems.
46. Ways to establish realistic goals for job placement offices.
47. Steps for implementing a job placement service in local high school, since in many instances high school students do not have marketable skills, and are, therefore, limited in the type of work they can select from.
48. Some ideas of records that should be available at placement service center, such as:

    Cumulative record
    Aptitude test record
    Vocational interests
    Achievement results
    Student's goals (Do they want jobs near a college so that they might enhance their opportunities or retrain or re-educate at some future point in time?)

49. Ideas and methods for use in evaluating the CE-EP Project.
50. What methods can be used to inform some school personnel and segments of the community to the point that they are willing to support the program?
51. How can we provide a testing program with a qualified administrator?
52. How can we communicate with educational, social, and economically deprived people that need help?

ATTACHMENT G

STATE OF ALABAMA
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION AND COMMUNITY COLLEGES
Research and Evaluation Section
Project CE-EP, Part C 1974

Participants Conference
University of Alabama, Tuscaloosa, Alabama
January 11-12, 1974

Friday - January 11 - Tentative Agenda

9:00 - 10:00 a.m. --- Registration, Room 122, Graves Hall --- (Coffee)

First General Session - Sam Shippen, Chairman

10:00 - 10:30 a.m. --- Invocation, Welcome, Introductions, Announcements

1. Invocation - Virgil Coleman
2. Welcome - Douglas Patterson
3. Introduction of Guests and Consultants
4. Announcements & Description of Conference Activities

10:30 - 12:00 Noon --- Presentation of programs in each site - LEA Personnel (approximately 10 minutes each)

1. Bessemer
2. Cullman
3. Decatur
4. Etowah County
5. Marion
6. Coffee County
7. Covington County
8. Geneva County
9. Phenix City
10. Mobile County

12:00 - 1:00 p.m. --- Lunch at Ferguson Center

EXPLORATION SITES: Room 122

1:00 - 3:00 p.m. --- Exchange of ideas - Focus: Evaluation - M. Ray Loree and Sam Shippen

3:00 - 3:15 p.m. --- Coffee Break

3:15 - 5:00 p.m. --- Exchange of ideas - Focus: Program (Problems and concerns suggested by participants) - Leeman Joslin & Sam Shippen

PLACEMENT SITES: Room - To Be Announced

1:00 - 3:00 p.m. --- Exchange of ideas - Focus: Program (Problems and concerns suggested by participants) - Leeman Joslin, Hurd Pope & John Roth

3:00 - 3:15 p.m. --- Coffee Break

3:15 - 5:00 p.m. --- Exchange of ideas - Focus: Evaluation - M. Ray Loree, Hurd Pope & John Roth

7:00 - 9:00 p.m. --- Dinner Conference at Ramada Inn

PANEL: M. Ray Loree, Leeman Joslin, Sam Shippen, and John Roth

TOPIC: "The Role of Testing in a Career Guidance, Placement, and Follow-up System."

Saturday - January 12

SECOND GENERAL SESSION - John Roth, Chairman

8:00 - 8:10 a.m. --- Announcements and Introductions, Room 122, Graves Hall

8:10 - 8:45 a.m. --- Using the General Aptitude Test Battery - Leeman Joslin

8:45 - 9:00 a.m. --- The I.N.F.O.E. System (Information Needed For Occupational Entry) - John Roth

9:00 - 9:45 a.m. --- Identifying Community Resources - Anita Barber

9:45 - 10:00 a.m. --- Coffee Break

10:00 - 10:45 a.m. --- The State Employment Service in Student Placement- James M. Carter, Director, State Employment Service

10:45 - 11:15 a.m. --- Scholarship and Financial Aids - State Technical Colleges Staff - Chris Bond

11:15 - 12:00 Noon --- Conference Reaction

12:00 Noon --- DISMISS

ATTACHMENT H1

STATE OF ALABAMA
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION AND COMMUNITY COLLEGES
Research and Evaluation Section
Project CE-EP Part C 1974

Examples of LEA Program Objectives Stated in Peformance Terms --

FOR DISCUSSION ONLY--------Exploration Sites

1. By the time that the final (local) project report is submitted, after having used Part C research funds and local Part C matching personnel time, the project personnel of _____ school system, will have produced a list of all available community or area resources capable of providing specific or a variety of career exploratory experiences for the junior high school students enrolled in their system. A list of all available community resources will include a description of:

   a. name of resource, (person or company) mailing address, phone number;
   b. name of person, (in school or community) who contacted the resource;
   c. name of person in school who should make any future contact with resource; the criteria used in identifying the resource such as times available, type of experience willing to provide, lead time necessary;
   d. name of person or his title who will provide or conduct the experience if different than (a);
   e. the format necessary to contact the resource in the future, i.e. letter, phone call, personal visit, etc.;
   f. the students, teachers, counselors, principals or administrators to whom the resource should be made known, i.e. science teachers English teachers, etc.;
   g. the plan for incorporating this resource information into the career education program.

2. By the time that the final (local) project report is submitted, after having used Part C research funds and local Part C matching personnel time, the project personnel of _____ school system, will have developed alternative methods, whereby those resources (identified in objective #1) can best be utilized for the greatest benefit of the largest number of students.

   a. a listing of the specific objectives (i.e. performance objectives) which the methods are designed to accomplish;
   b. a description of the method being developed including a description of the techniques used in the method;
   c. a compilation of numbers of persons directly involved, and time spent by these persons in developing the methods;

d. a description of the materials needed in developing the methods;
e. the identification of special problems encountered in developing the methods.

3. After determining available community resources (Objective 1) and developing alternative methods for using these resources (Objective 2), the _____ school system will implement the most promising of the alternative methods for experimental students in the project. In accomplishing this objective, the site will provide in written form:

   a. a factual, exact and complete description of the procedures used in implementing the method. This description should include:
      (1) the performance objectives which were attained by the method;
      (2) the personnel involved, and time spent by each person in implementing the method;
      (3) the necessary materials, types and amounts, used in implementing the method.
   b. an accurate count of the number of students involved in experimental groups and control groups;
   c. a description of procedures used to insure that control group students were not exposed to some treatment as were experimental group students;
   d. an accurate account of the number and kinds of methods which were used for exploratory students;
   e. an accurate account of the amount of time each student was exposed to the implemented method.

4. At the end of the project, after implementing alternative methods of using community resources in carefully controlled instructional settings, the _____ school system will have determined the relative worth of the methods tried out. These procedures and instruments will include:

   a. a description of the process used to determine the worth of methods;
   b. a description of the kinds of outcomes produced by the methods in terms of cognitive, or affective, or psychomotor gains by students;
   c. a description of cost related factors associated with the methods such as cost in personnel utilization, transportation, equipment necessary, class hours used or needed;
   d. a description of any special arrangements necessary to the proper functioning of the methods such as:
      (1) necessary prearrangements with school personnel;
      (2) necessary prearrangements with employers in the community;
      (3) necessary prearrangements in --
         (a) physical facilities (or changes of existing physical facilities)

(b) class schedules (or changes)
(c) school personnel allocations
(d) curriculum changes

e. a description of the economic consideration of the methods used:
(1) cost
(2) cost effectiveness

ATTACHMENT H2

EXAMPLES OF LEA PROGRAM OBJECTIVES STATED IN PERFORMANCE TERMS-----PLACEMENT SITES--FOR DISCUSSION ONLY

I. At the end of the project, the _____ school system will have developed a comprehensive system for identifying potential early school leavers. A comprehensive system will:

--identify the criteria used for identifying potential early school leavers;
--identify grade level(s) at which identification is most appropriate;
--name the positions of persons providing the identification;
--describe the forms/questionnaires used in the identification process;
--indicate the persons to whom identification is made known;
--demonstrate the predictive validity of the identification process, making revisions if necessary;
--outline a plan for remedial/preventive action relative to the identified individuals;
--describe the provisions for incorporating the above elements into the total services of the school to its pupils.

II. At the end of the project, the _____ school system will have developed a method for following up and accounting for all students who exited the school system in 1973-74 from grades 7-12 in each of the following categories:

--those who graduated from the 12th grade;
--those who transferred to another school system;
--those who left school during the academic year without plans for completing the normal requirements for their grade;
--those who did not re-register in September after completing a previous academic year.

In developing the methods, the following will be accomplished:

--identify in writing the purposes for collecting the follow-up information;
--develop, pilot-test, and revise questionnaires for gathering appropriate information regarding all exiting students;
--devise administrative procedures by which students who dropout are referred, with a minimum of delay, to the placement coordinator or other appropriate person or agency for further action;
--demonstrate and document a systematic plan for contacting/accounting for each group of exiting students;
--implement a means of compiling and reporting results of the follow-up study;
--outline a suggested plan for making a suitable follow-up system a permanent part of the school system services.

III. At the end of the project, the _____ school system will have determined the state, community, and area resources capable of providing employment opportunities for school leavers (graduates and drop-outs). In accomplishing this objective, the school system will:

--identify part-time and full-time employment opportunities;
--demonstrate and document a systematic procedure for identifying and contacting prospective employers;
--identify the kinds of information needed from businesses and agencies regarding employment prospects for students in various circumstances, such as drop-outs, potential drop-outs, handicapped persons, graduates, etc.;
--develop, evaluate, and revise as necessary appropriate forms for recording information from prospective employers;
--implement a system for compiling, retreiving, and updating employment information.

IV. At the end of the proejct, the _____ school system will have identified effective procedures for meshing the interests and aptitudes of all exiting students with the opportunities available in the community, area, and state. In accomplishing this objective, the school system will:

--describe the process used to identify students' interests and aptitudes;
--describe the methods by which information regarding community and area resources, i.e. available jobs, occupational training programs, etc., is made available to exiting students;
--describe the pre-employment preparation given to students;
--demonstrate effective means by which interviews between job seekers and prospective employers are achieved;
--document any special arrangements made with employers to develop new jobs or to modify existing job titles to meet the needs of individual exiting students;
--outline suggested plans for a permanent office in the school system responsible for placement of exiting students.

ATTACHMENT I

ALABAMA STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION AND COMMUNITY COLLEGES
PLACEMENT CONFERENCE PLANNING SESSION - MAY 9, 1974

W H Y W E A R E H E R E

PURPOSE OF PLACEMENT CONFERENCE PLANNING SESSION:

- to provide an opportunity for representatives of institutions and agencies concerned with student training and employment to interact and design a larger state-wide working conference that will hammer out a philosophical base from which policies compatible with all agencies involved can be developed.

GENERAL FOCUS #1

- identify the present-day problems, as perceived by each of the respective agencies, in helping youth make the transition from a school setting to successful establishment in an occupation. In other words, what needs to be done?

GENERAL FOCUS #2

- suggest how an effective state-wide conference might be brought about

  -- objectives and activities
  -- participants
  -- date and location
  -- resource people

ATTACHMENT I continued

ALABAMA STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION AND COMMUNITY COLLEGES

PLACEMENT CONFERENCE PLANNING SESSION

May 9, 1974

Participants

NAME	TITLE	REPRESENTATIVE OF
Michael J. Arban, Jr.	President	N.F. Nunnelley State Technical College
Richard A. Baker	Executive Director	State Advisory Council on Vocational Educ.
James R. Bishop	Branch Director, Div. Vocational Education & Community Colleges	State Department of Education
Bob Boshell	State Coordinator Area Vocational Centers	State Department of Education
*James J. Britton	Exec.Vice-President	Alabama Chamber of Commerce
Virgil Coleman	Placement Coordinator	Coffee County School System
Joe Coupland	Director, Vocational Education	Birmingham Public Schools
Earl S. Daniel	Branch Director, Div. Vocational Education & Community Colleges	State Department of Education
M. M. Daniels	Placement Supervisor	State Employment Service
John E. Deloney	Director, Career Ed. Project	State Department of Education
Ben P. Dilworth	Branch Director, Div. Vocational Education & Community Colleges	State Department of Education
Robert Drake	Director, ORDU	Auburn University

ATTACHMENT I continued

T. L. Faulkner	Director, Division Vocational Education & Community Colleges	State Department of Education
W. S. Garrett	Superintendent	Montgomery Public Schools
*Holman Head	Vice-President of Administration	Blount, Inc.
Corry M. Hutchens	State Supervisor, Vocational Guidance and Placement	State Department of Education
Bill Jenkins	Counselor	Vestavia Hills Public Schools
Charles A. Knowles	Vocational Director	Shelby County Area Vocational
*Clifton Nash	Coordinator, Pupil Personnel Services	State Department of Education
Douglas Patterson	State Supervisor, Research & Evaluation	State Department of Education
Charles L. Payne	President	Bessemer State Technical College
John M. Roth	Research Associate Part C Research	State Department of Education
Samuel J. Shippen	Coordinator, Part C Research	State Department of Education
M. D. Smiley	President	Councill Trenholm State Technical College
Ruth Stovall	Branch Director, Div. Vocational Education & Community Colleges	State Department of Education
J. P. Thomas	Vocational Counselor	Decatur City Schools
John V. Tillman	Principal	Cullman High School
J. B. Wier	Supervisor of Instruction	Pickens County School System

ATTACHMENT I continued

Hubert F. Worthy	Branch Director, Div. Vocational Education & Community Colleges	State Department of Education
Madge Poole	Secretary	United Rubber Workers
Homer Landrum	Vocational Director	Decatur City Schools
Glen Andrews	Staff Member	State Advisory Council on Voc. Education
T. A. Markham	Career Ed. Staff	State Department of Education
Anita Barber	Career Ed. Staff	State Department of Education

*Accepted invitation but did not attend.

ATTACHMENT J
ALABAMA STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION AND COMMUNITY COLLEGES
Research and Evaluation Section
Project CE-EP, Part C 1974

PLACEMENT EVALUATION CONFERENCE

August 2, 1974

Conference Room 8th Floor
State Office Building, Montgomery

8:30 Registration

9:00 Welcome: T. L. Faulkner

9:10 Introductions and announcements: John M. Roth

9:15 Workshop Session: LEA Personnel (Identify and list specific procedures that worked well in each school system)

1. Identifying student placement interests;
2. Identifying employment sources;
3. Identifying and meeting needs of potential dropouts;
4. Meshing student employment interests and employment opportunities;
5. Improving post-secondary articulation;
6. Working with State Employment Service;
7. Informing and involving school board members, superintendents, principals, etc.;
8. Using advisory councils;
9. Building public relations;
10. Conducting follow-up studies.

10:00 Coffee Break

10:15 Site reports (15 minutes each) - Coffee, Covington, Geneva, Mobile, and Phenix City

11:30 Placement As A Process: Ralph M. Roberts

12:15 Lunch

1:00 Continuation of "Placement As A Process": Ralph M. Roberts

1:30 Summary and Synthesis of Workshop Reports: Lee Joslin, M. Ray Loree, Ralph M. Robert, John M. Roth, Samuel J. Shippen and LEA personnel.

3:00 Discussion and questions concerning the final report and the follow-up data report.

3:30 Adjourn

Conference Reporter: Mary Nell Wright

ATTACHMENT K
ALABAMA STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION AND COMMUNITY COLLEGES
Research and Evaluation Section
Project CE-EP, Part C 1974

EXPLORATION EVALUATION CONFERENCE

August 8, 1974

Furgeson Center
University of Alabama, Tuscaloosa

8:30 Registration: Furgeson Center

9:00 Welcome: Jim Bishop

9:10 Introductions and Announcements: Samuel J. Shippen

9:15 Workshop Session: LEA Personnel (Identify and list specific procedures that worked well in each school system)

1. Stimulating student interest in exploring careers;
2. Identifying and contacting exploration resources in the community;
3. Determining methods to be used by students and teachers in exploration;
4. Meshing student interests and exploration resources;
5. Implementing methods of exploration;
6. Meshing exploratory activity with the on-going curriculum;
7. Sequencing exploration experiences in the curriculum.

10:00 Coffee Break

10:15 Site Reports (15 minutes each) - Bessemer, Cullman, Decatur, Etowah and Marion

1:00 C.M.I. Results - discussion of use for future

2:00 Summary and Synthesis of Workshop Reports: Lee Joslin, M. Ray Loree, Stephen Hebbler, John M. Roth and Samuel J. Shippen

3:00 Discussion and questions concerning the final report and the follow-up

3:30 Adjourn

ATTACHMENT L

Effective Procedures and Methods Identified By Exploration Sites

Prodecures that worked well in stimulating student interest in exploring careers.

BESSEMER

1. Career Fairs - Activity centers set up by local community members, businesses, agencies, etc. providing "hands-on" experiences and occupational information.
2. Occupational Exploration at Local Vocational-Technical Schools - Students chose occupational areas to visit for "hands-on" experiences and information relative to career choices.
3. Career Emphasis Weeks - Counselor-coordinated; each teacher invites two persons representative of types of employment based on that teacher's subject area (e.g. math - an architect); students choose speakers they wish to hear; posters exhibited are related to subject areas taught.

CULLMAN CITY

1. Filmstrips
2. Resource people
3. Tapes
4. Discussion (group)
5. Research

DECATUR

1. C.M.I. (Crites Maturity Inventory)
2. Filmstrips
3. Kuder
4. Personal conferences
5. Individual folder
6. Game (Lemon Drop)

ETOWAH

1. Teacher involvement in developing and implementing careers as an integral part of their teaching-learning process.
2. Orientation of students to the necessity for exploring career possibilities as they relate to their interest aptitudes and abilities.
3. The involvement of students in the preparation of career exploration activities and/or materials.
4. The competitive aspect of participating in a controlled experimental format utilizing four distinct teacher-learning procedures allowed students to exhibit enthusiasm and generate a group cohesiveness necessary to stimulate students to maximum performance.

5. The utilization of resource personnel proved to be an excellent stimulus.
6. Various multi-media presentations served as a means of meeting individual learning styles of students.
7. The evaluation process disseminated to students served as a stimulus for optimum performance.

MARION

1. Worksite Observation - fieldtrips to industries relative to student ability and interest.
2. Resource People - bringing in people within the community who are involved with various careers.
3. Filmstrips - ex. "World of Work"
4. On-the-job training - NYC and workstudy programs
5. Resource Center - use of tool technology

Procedures that worked well in meshing student interest and exploration resources.

BESSEMER

Student Initiated Activities - Students relate curriculum area to their specific interests or hobbies, e.g. motorbikes to a social studies unit in transportation.

CULLMAN CITY

1. Resource people, field trips, tapes, filmstrips, and other experiences were provided after determining student interests.
2. Eighth grade girls were allowed to spend a day in the job experience of their choice after having explored the different careers available in the community.

DECATUR

1. Field Trips - Bus tours, mini-trips (parents taking small groups), to the Junior College, Vocational High School, industries and businesses
2. Resource Persons - Speakers, on-site speakers

ETOWAH

The format used in the career exploration served as a very efficient communicator of the role of education in the career preparation process. The utilization of a multi-learning style approach allowed students with varying learning styles to participate in teaching-learning activities consistent with their unique learning style.

MARION

1. A tour of plant by teachers for orientation purposes. The teacher is then able to carry back information on the students' level and at the same time assist in the tour.
2. Games using occupations
3. Sampling courses that are offered in junior high

Procedures that worked well in implementing methods of exploration.

BESSEMER

Encouraging Counselor Initiative - Once the counselor in an individual school is motivated to implement exploration, individual teacher abilities and strengths are developed in the process of implementation. For example, such ventures as a Career Fair or a Career Emphasis Month would necessarily need to be coordinated by a counselor or someone who doesn't have classroom responsibilities.

CULLMAN CITY

1. Counselor as a resource person (making materials available, group discussions, etc.)
2. Using the library for research in the various careers
3. Students invited parents to talk to their class about individual jobs.
4. Students interviewing different people about their jobs and sharing the information with each other.

DECATUR

1. Hands-on-experiences - on-site and simulated
2. Role playing
3. Interest centers within classroom

ETOWAH

Basically, procedures outlined under the two previous items will answer this item.

MARION

None

Procedures that worked well in meshing exploratory activity with the on-going curriculum.

BESSEMER

1. Resource Persons - Persons employed in jobs based on or related to topic being studied.
2. Field Trips - Visits to job sites related to topics being studied.
3. Audio-Vidual Aids - Using appropriate filmstrips, tapes, etc. related to topic or concept being studied (Such a procedure would necessitate a media or career resource center accessible to teachers.)

CULLMAN CITY

1. Writing career activities into the existing units.
2. Resource people, field trips, and other activities were planned to coincide with units that were being taught.
3. Teachers made information available from career education courses they were involved in during the school year.

DECATUR

1. Exploration of special interests as identified by Kuder interest categories.
2. Exploration of careers in related arts classes - music (chorus and band), Art, Industrial Arts, Home Arts.
3. Physical education related careers.
4. Library resources.
5. Counselors.

ETOWAH

In philosophy and in practical application, career education as a concept has been totally integrated into the entire teaching-learning process utilizing a multi-cyclic approach. This was accomplished by complimenting the present scope-and-sequence organization with career concepts directly related to the material under consideration. Utilizing a cyclic approach in which career related material representing the career clusters and coordinating with the D.O.T. are completed each two years, the system is able to present an on-going sequential career involvement process including all students and all teachers. This approach to integrating career education into the total teaching-learning process is enhanced through a concentrated career exploration phase at the junior high level.

MARION

1. Teachers weekly conferences.
2. Listing of performance objectives prior to the 6-weeks unit.
3. Have a curriculum conference every 6 weeks.
4. Use of resource center - according to a definite schedule of teachers and students.

5. Student conferences with counselor or teachers to assess abilities, interests, training, background, and placement needs.

Procedures that worked well in sequencing exploration experiences in the curriculum.

BESSEMER

NONE

CULLMAN CITY

1. Cooperation of administrative staff.
2. In-service committee composed of teachers from all levels developing a sequential program in career education.
3. A mini-course was made available in career education.

DECATUR

1. Curriculum Development - Unit development, interdisciplinary possibilities (Careers - an on-going emphasis in total curriculum development).
2. Spin Off - K-12 emphasis on "World of Work".

ETOWAH

Sequencing career exploration in the curriculum is explained in previous item.

MARION

1. Teacher follow 6-week programs which intermesh curriculum with career education concepts.
2. Complete records of every academic year.
3. Listing mistakes and errors so that a minimum of repeating these mistakes will take place.

Procedures that worked well in identifying and contacting exploration resources in the community.

BESSEMER

Teacher tours - During career education orientation workshops, teachers toured local businesses and industries to become acquainted not with the business operation but with the types of jobs available, requirements, etc. These tours (of which approximately 40 local businesses/industries were involved) provided the initiative for individual teachers

to utilize these business areas for student career exploration.

CULLMAN CITY

1. Counselor
2. Parents
3. PTA
4. Employment Office
5. Students
6. Clubs (civic)

DECATUR

1. Questionnaries - Parents, businesses and resource persons.
2. Card Files.
3. Telephone Calls.
4. Civic Organizations.
5. Vocational Resources - Junior College, Director of Vocational Education (High School).
6. Vocational Counselor

ETOWAH

The project was of the opinion that the face-to-face contact of educators with business and industrial leaders would serve as the most effective means of establishing the lines of communication that would serve to bridge the gulf between the agencies dedicated to preparation and the agencies involved in ultimate placement. Based on this belief, the project utilized the following approach to develop communication channels between educational agencies and business and industrial establishments:

Instructional and administrative personnel selected representative business, industrial and/or civic agencies from the immediate area to contact and establish channels of communication with the appropriate representatives. The initial contact was designed to open doors and determine the potential involvement of the agency with the career education program. The initial visit also scheduled follow-up dates for more in-depth programs.

The second contact with business, industrial, and civic representatives was made by specialists and served to fully acquaint the appropriate representative with career education as an integral part of the total education process and as an important component in the student's repertoire of knowledges necessary for adequate employment.

The third contact with business, industrial, and civic leaders was either to develop materials, involve representatives as resource

personnel, or identify a site for visitation.

MARION

1. Personal - contact with key persons.
2. Involvement of these persons with the entire program.
3. Faculty listing of all industries and work sites that might provide occupations to our particular students in the future.
4. Phone directory listing of business in area.
5. Student interests.

Procedures that worked well in determining methods to be used by students and teachers in exploration.

BESSEMER

Teachers From Outside School Systems Used as Resource Consultants - Teachers representing each grade K-6, and major subject areas of grades 7 and 8 who had been identified by the state career education staff as facilitators of career education, served as consultants to local teachers during a one-day workshop. Using the teacher-consultant proved to be most effective in generating initiative and creative thought for determining methods for career exploration.

CULLMAN CITY

1. Survey of student interests.
2. Survey of available materials.

DECATUR

1. Incorporated into mainstream of academic program.
2. Academic team involvement.
3. Open space utilization - Large group, small group, individual and peer tutoring.

ETOWAH

This item is covered in first and second items.

MARION

1. Discussion and listing of jobs students were interested in.
2. Discussion of jobs and sites to be visited, including safety precautions, requirements of job, expected rate of pay, etc.
3. Actual visits to these job sites.
4. In-depth follow-up study of job.

ATTACHMENT M

Effective Procedures and Methods Identified by Placement Sites

Procedures that worked well in identifying student placement interests.

COFFEE COUNTY

Our procedures in Coffee County were to develop an instrument that could be used by the classroom teacher to identify the potential drop-out. This instrument identified the student with social, economic, teacher-pupil, poor grades, emotional and other problems.

We developed an application for the student to apply for the type of position or work that he or she was interested in securing. This application was reviewed by three classroom teachers, counselor, principal, and placement coordinator (all these people signed the application of recommendation for part-time work).

Following the above method, the placement coordinator sought to place the student where best suited.

COVINGTON COUNTY

1. Armed Services Vocational Aptitude Battery - Scores were interpreted and discussed, together with preferences of individual students, by counselors and military personnel.
2. Counseling with individual students.
3. Interest inventories.
4. One counselor was sent to the University of Alabama to become qualified in administering and interpreting the GATB test.

GENEVA COUNTY

To identify student interests we held interviews with each individual student. During the month of November our guidance counselors interviewed our seniors, asking what their plans were toward their career after high school. This information was recorded and used in seeking employment resources. Again, in April, the seniors were interviewed by the placement coordinator to determine any change of plans or interests. It was found that approximately 3 percent of the students had made a change of plans.

MOBILE COUNTY

1. In small groups, have the students identify their own interests. Record these on data cards.
2. Teachers surveyed students for career interests.
3. Counselors identified students with particular career interests.
4. Vocational counselors assisted in identification of students with special interests.
5. Student Career Interest Survey, system-wide.

6. Administer vocational aptitude tests and/or interest inventories.

PHENIX CITY

1. General orientations to classroom-size groups of students (early in project).
2. Written surveys completed by students (January).
3. College and Career Day - Student attended conference with representative of business and post-secondary institutions (March).
4. Individual conferences with coordinator, counselors, or teacher. Information recorded on individual's card using placement file for each student.

Procedures that worked well in identifying employment sources.

COFFEE COUNTY

In identifying employment sources, we used the telephone directories. We also made personal contact with personnel directors of the various industries and explained the program, its objectives, purposes, and the need, and in most instances our program was accepted.

COVINGTON COUNTY

1. Personal contact with area employers regarding job opportunities.
2. State Employment Service Office - studying some of the Federal and State work programs available to the youth of our community. Job listings were secured from the State Employment Service Office.
3. Correspondence with big business concerns regarding opportunities in this area and also national concerns having job training programs.
4. Correspondence with federal civilian personnel offices at Eglin AFB and Fort Rucker regarding job opportunities for civilians.
5. Correspondence with trade unions that conduct apprenticeship programs for young adults.
6. Correspondence with Civil Service in Atlanta regarding job announcements.

GENEVA COUNTY

Employment resources were identified by use of a phone book and through personal contact with local business people.

Student interests were used to determine the kinds of employment to seek.

MOBILE COUNTY

1. Personal contact with major employers.
2. Community occupational survey of all others - MACAC

3. Maintain contact with Y.O.C., NYC, CETA, NABS for summer employment slots.
4. Cooperate with local Chamber of Commerce in a comprehensive industrial survey.

PHENIX CITY

1. Person to person visits by coordinator to business and industry. (Continuous)
2. Assistance from Vocational Cooperative Coordinators and other teachers for placement referrals.
3. State Employment Service official and unofficial information in addition to referrals for students who become "clients" of the State Employment Service.
4. Private employment agency contacted school and was allowed to talk to students through coordinator and business classes.

Procedures that worked well in identifying and meeting needs of potential dropouts.

COFFEE COUNTY

1. Placing the potential dropouts on the job, talking with parents, and giving credit for working on a job training program. (Credits and a grade counting toward high school graduation)
2. Contacting their friends and giving the friend credit for the placement.
3. Publications in the local newspaper with his or her picture on the job.

COVINGTON COUNTY

To identify the highly potential dropout students, an accurate index of individual student dropout potential was compiled. The index considers such variables as:

(1) low or failing grades
(2) high absenteeism
(3) non-participation in school activities
(4) active antagonism to teachers and principals
(5) low reading ability
(6) fewer than two natural parents in the home
(7) record of delinquency
(8) brothers and/or sisters who have dropped out.

From this list of variables a list of highly probable dropouts was developed. This list was reviewed by principals, counselors, and teachers.

1. Counseling sessions were scheduled to assist students in school related problems. Sessions were arranged by referrals from teacher and/or principals.
2. Attendance Officer's primary role is to help students overcome obstacles which prevent them from attending school. This is accomplished through home visits or parental conferences.
3. Placing potential dropout students in special programs designed to meet the student's individual needs. Example: Title I Compensatory Education, Title I Special Education, State Special Education Classes, and tutoring (one student tutoring another).
4. Providing part-time employment - NYC Program and other work stations in the community.

GENEVA COUNTY

Teachers were used to identify potential dropouts. When a teacher felt that a student was a potential dropout, they turned the student's name into the principal or guidance counselor. The guidance counselor then called the student in to determine how he or she might be helped. If the counselor felt there was a need, he called the placement coordinator to meet with the student and offer his advice.

MOBILE COUNTY

1. Pupil Personnel Division is concerned and actively involved in services for potential dropouts.
2. They cooperated with me in identifying characteristics of potential dropouts.

PHENIX CITY

Teacher, counselor and principal observations with a referral to placement coordinator to prevent dropouts. After dropout, a phone or letter contact is used to reestablish contact and offer services.

We did not (but suggested for future purposes) counsel with all dropouts before they depart from the school and offer services at that time.

Procedures that worked well in meshing student employment interests and employment opportunities.

COFFEE COUNTY

1. Public relations with city fathers and other elected officials.
2. Involving community resource persons to come to the school in the clothes which they must wear to the job.
3. Inviting personnel directors to come to the school and talk about the job descriptions.

COVINGTON COUNTY

1. Aptitude testing and individual counseling - Counselors scheduled conferences with students informing them of jobs available.

GENEVA COUNTY

Because of the limited opportunities in our area, there was some difficulty in finding employment that meshed with student interest.

The procedure we used was to take the interest expressed by the student and locate employment of this type or something closely related, if available. It was necessary to recommend that some students seek employment outside of the local area.

MOBILE COUNTY

1. Gather all available data on students.
2. Match with job information available.
3. Interview and screen students.
4. Arrange for interviews.

PHENIX CITY

Our system used Kuder Interest Inventory, student desires verbalized through survey, Armed Services Vocational Aptitude Battery for all students. These were all placed in student's file folder and used for counseling. Where the need existed, we used a Geist Picture Interest Inventory for less verbal students. For those (30) who were identified as undecided about the job, but with no plans for further education, the Employment Service administered the GATB. Identified student interests were recorded on a follow-up card and used as a file for job referral.

Procedures that worked well in improving post-secondary articulation.

COFFEE COUNTY

1. Inform the students of the opportunities that are available on the college level.
2. Supplying students with sample letters of application for college.
3. Assist students in securing college loans, grants, scholarships, etc.

COVINGTON COUNTY

1. Career Day activities planned for the seniors of Covington County Schools. Twenty-four colleges were represented, three armed service branches were represented.

2. Health Career Fair was held in Covington County, the purpose of which was to help students become acquainted with health career jobs in hospitals, public health work and health related activities.

3. Counseling sessions were held regarding (a) financial assistance to college-bound students, (b) college cost, admission and matriculation, (c) realistic job information regarding student employment and on-the-job training programs, and (d) apprenticeship programs available to graduating seniors. Resource people were called in to talk to students regarding their post-secondary plans.

GENEVA COUNTY

During the school year, all of our seniors were involved in at least two field trips - one to a technical college, and one to a junior college.

All seniors who planned to enter college were asked to make early applications in order to be prepared.

MOBILE COUNTY

1. General meeting was called by Director of Career/Vocational Education. Representatives of all area post-secondary institutions were present. Plans were discussed for more and better ways of articulation between Mobile County Public Schools and all post-secondary institutions.

2. Placement Coordinator has identified a contact person at each institution to coordinate further efforts.

3. Principals and counselors will tour post-secondary facilities.

4. Teachers of like subjects from high schools and post-secondary institutions will develop together more sequence of instructional effort.

PHENIX CITY

Established a counselor browsing area of college and technical school (public and private) bulletins. Scheduled individual conferences as needed. English teacher of college prep English had a unit on interpreting college catalogues. This was successful to the point that we are encouraging a spreading of the practice to all 12th grade classes and expanding to include vocational-technical school bulletins.

College and Career Day involved bringing school representatives to our campus. Individual conferences with representatives of the local post-secondary vocational schools were arranged by the counselors.

Procedures that worked well in working with State Employment Service.

COFFEE COUNTY

1. Publications in local news.

2. Personal contact with each member of the board and explain the program.

3. Giving the employment service credit for the placement.

COVINGTON COUNTY

1. With the assistance of the State Employment Office representatives, we contacted and counseled with dropout students. We secured from this office resource material to aid teachers in teaching pre-employment preparation. We discussed with this agency a dropout referral procedure in which a student was referred to them immediately after dropping out of school. We discussed Federal and State programs for disadvantaged youth. We learned ways to use the job-bank program for School Placement Center.

GENEVA COUNTY

Personal contact was made with the State Employment Office serving Geneva County, and we offered our cooperation and assistance.

When we contacted them about jobs for dropouts or seniors, they were unable to help. I feel this was due to the lack of employment opportunities in our area.

The employment office was very helpful in our efforts to obtain the GATB for our counselors to use.

MOBILE COUNTY

1. Got GATB information.
2. Used as a referral agency.

PHENIX CITY

Identify a person at the state employment service that the coordinator can identify with. Get the local director to appoint him to the Career Education Advisory Committee as early as possible. Cultivate that person through the advisory committee. Ask for anything you want from the employment service and you will get some help.

Procedures that worked well in informing and involving school board members, superintendents, principals, etc.

COFFEE COUNTY

1. Personal contact with each board member and explain the program.
2. Invite each member to the school or schools and let each person see the results of the work.
3. Conferences, faculty meetings, PTA group meetings, etc.

COVINGTON COUNTY

GENEVA COUNTY

Any time a student was involved in placement activities, the principal was consulted about the situation and when possible the principal was asked to meet with the student.

The superintendent was involved primarily as a consultant for project activities and he kept the board members informed.

MOBILE COUNTY

I worked directly with principals and reported weekly to director of career and vocational education.

PHENIX CITY

Coordinator had open access to the Principal, Assistant Superintendent, and Superintendent at any time. Individual conferences were scheduled as needed. One presentation was made to the local school board by the coordinator by way of identification of placement service and request for further support.

Procedures that worked well in using advisory councils.

COFFEE COUNTY

1. Accept their planning and try to keep them involved.
2. Using the most influential teacher in the council to serve as chairman.
3. Don't load them down with paper work.

COVINGTON COUNTY

GENEVA COUNTY

MOBILE COUNTY

1. They give input as to jobs, job training sites and trends in employment in periodic meetings with them.
2. Involved these people in our project schools as resource people. This helped generate interest in the program.
3. Opened doors to jobs and information potential which otherwise would have been closed to us.
4. Disseminate information for us.

PHENIX CITY

Have the superintendent appoint, using an official letter after the coordinator identifies and contacts the desired people. Use a good

balance of industry, business, racial composition, male and female and label of jobs on the committee.

An organizational meeting was scheduled and at the committee's suggestion, meetings were scheduled for every two weeks at the board office. The coordinator presented orientation for the committee as to its responsibilities, project objectives, and anticipated problems which became the basis of future discussion. Meetings were held to one hour. Minutes of the previous meetings were mailed out just prior to the next meeting for the purpose of bringing members up to date and remind them of the next meeting. Involved coordinator, counselors and business representatives.

Procedures that worked well in building public realtions.

COFFEE COUNTY

1. Children will tell the help that they received. News media. Personal contact.
2. Personal contact with elected officials.

COVINGTON COUNTY

Public relations are the most important factor in the success of any school related program:

a. Chamber of Commerce to be used as a resource agency.
b. Soliciting the help of radio, newspapers, and any media to help build better public relations.
c. Soliciting industry and business to help promote good public relations through making the public aware of placement activities. This can be done by using their mailing lists, by creating job opportunities, and informing the school of opportunities for students.
d. County wide inter-agency council...here we learned what each agency was doing and how each agency can help the schools.
e. Civic organizations..member participation in school placement opportunities, urging business men to give jobs to students.

GENEVA COUNTY

MOBILE COUNTY

1. Presentations to civic and professional groups.
2. Dissemination of information through advisory councils.
3. Close involvement of Chamber of Commerce.
4. Media usage when available.
5. Occupational surveys.
6. Follow-up telephone calls to homes of students. Parents were impressed that the school system "cared."

PHENIX CITY

Working through advisory committees. Individual contacts with parents of dropouts and the dropouts. This process revealed a tremendous P.R. potential because parents like to find that the shcool is interested even though the student left school. This procedure applies to a lesser extent to graduates.

Procedures that worked well in conducting follow-up studies.

COFFEE COUNTY

1. Good record keeping.
2. Keep contact with all involved persons-students, teachers, etc.
3. Statements and letters from involved persons.

COVINGTON COUNTY

The Covington County schools are using a follow-up questionnaire formulated by the State. This form will be sent to fifty dropout students and ninety seniors. Results will be tabulated and submitted with project narrative on August 26, 1974. All of these contacts were made personally or be telephone.

GENEVA COUNTY

Since our follow-up is not complete, we must wait to see how well our procedures worked.

We mailed out the follow-up questionnaire, allowed ten days for return, and then began contacting those who had failed to return the forms.

MOBILE COUNTY

Telephone follow-up.

PHENIX CITY

Mailed out letters and post paid return cards were 30 percent effective. Follow-up phone calls by the coordinator and a clerical assistant should increase the contact up to 80 percent. More emphasis with the student while in school on the follow-up procedure and purpose would improve results.

Students in follow-up who could not be reached by phone were mailed a letter requesting them to contact the coordinator. This was effective in 50 percent of that group not otherwise reached.

ATTACHMENT N

Model and Criteria for Placement Program

Good placement programs are tailored to meet the needs of the youth they are designed to serve. Hence, it is not possible to list detailed standards for a "good placement program." However it is possible to identify general criteria for a good placement program.

Following is an effort to identify criteria in a five component model that would need to be met by any good placement program.

Placement should best be regarded as an integral part, we well as a product, of a developmental process extending over time -- and not as a self-contained or independent event at some point where decision is required.

The overall process may be conceptualized and organized under five major components which then become criteria for the evaluation of programs in process. These components, as subunits in a flow process, are mutually reinforcing and each bears a reciprocal relationship to each of the others.

Major components, with some explanatory detailing under each, are as follows:

I. Information

a. Information about the individual self: intellectual and physical abilities, interests, aptitudes, talents, capacities, attitudes. The goal under this subheading is realistic, practical analysis and understanding of self.

b. Information about jobs, occupations, careers, and the world of work generally. This would include local job opportunities and training programs as well as regional and national outlooks and trends in the job market.

II. Exploration/Experiential

Under this heading is included the widest possible range of activities which can be arranged to provide both first hand and simulated experiences with the practical realities of work situations in a variety of settings. Such activities might include in-school industrial arts and shop practice exposure, co-op programs, hands-on experience in part-time temporary jobs, role playing, simulation, and gaming activities with work roles, work relationships, and attitudes as the central focus. Carefully planned field visits to actual work settings for observations and demonstrations may also be included.

III. Individualization/Personalization

It is in this stage of the process that the general background of information and exploratory experience is brought to focus on the personal and unique relationship between and among the characteristics of the individual and the opportunities which are available to him. At this stage in the process, the emphasis is on assisting each individual to formulate satisfactory responses to the question, "What does all this mean to me as a person? How do I put all this together in examining my options, reviewing my choices, and making tentative or firm decisions?" Generally, these objectives are best approached through individual interview, discussion, and counseling process.

IV. Placement

In a sense, the specific action involved in bringing together the informed person and the suitable job may be viewed as the culmination or end product of the prior information processing and experiential involvements. However, the overall process is not actually completed until the follow-up activities have been successfully negotiated.

V. Follow-Up

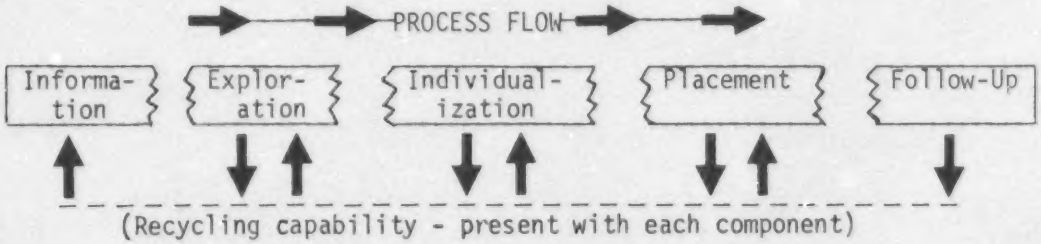
The placement functions can be considered complete only after a reasonable period of continued contact with the new employee and the employer. Every effort should be made to insure that on-the-job relationships are characterized by mutual confidence, satisfaction, and profit. In situations where these conditions do not exist, or cannot be developed with the assistance of the placement officer, consideration should be given to arranging an amicable termination of the employment. In such cases the job seeker should be "recycled," that is, re-entered in the overall process at the point where the difficulty appears to have originated.

The distinguishing characteristic of this process model is that is provides a comprehensive structure of general application for both planning and evaluation, which, at the same time, provides for the essential latitude and flexibility necessary to encompass the differences in the variety of school and community settings.

For example, one school may provide each individual with a well developed information program, while another situation may require a crash "catch up" information delivery system to compensate for earlier deficiences. Different communities may

have differing resources for exploratory and tryout activities. Within a wide range of situational differences, individual components of the process will necessarily be dealt with in a variety of ways.

The important and inescapable fact is that each component of the process must be recognized as essential and be handled in some fashion if the overall placement process is to be maximally effective.



MODEL FOR "PLACEMENT AS A PROCESS; NOT AN EVENT"

ATTACHMENT O

STATE OF ALABAMA
DIVISION OF VOCATIONAL EDUCATION AND COMMUNITY COLLEGES
Research and Evaluation Section
Project CE-EP, Part C 1974

FOLLOW-UP QUESTIONNAIRE

Name _____ Sex: M __ F __ Date_____

Permanent Address _____ City _____

Telephone _____ School System _____

FOR OFFICE USE ONLY
Not Able to Reach for Follow-Up _____

Name of Person Completing Form _____

SECTION I - TO BE COMPLETED BY (FOR) EVERYONE

1. Indicate highest grade completed. ____ grade

2. Married? Yes ____ No ____

3. Employed? Yes ____ No ____ Full-time active Military Service ____

4. If not employed, available for and wanting employment? Yes ___ No __

   (a) If not available, check reason
   ____ Health
   ____ Attending school (Name of School)_____
   ____ Working at home
   ____ On vacation
   ____ Other (Describe) _____

5. Planning to enroll for further training or education? Yes ___ No ___
   Undecided ___

   (a) If yes, has official acceptance by a school or into an apprenticeship program been received? Yes ___ No ___
   ____ Correspondence courses
   ____ State Technical College or Trade School
   ____ State Junior College
   ____ Four-year College
   ____ Other (Describe)
   ____ Apprenticeship (Indicate job area) _____
   ____ Private institution, e.g. commercial college, private nursing course, etc.

   _____

6. Was instruction received in school concerning how to find jobs, such as how to complete a job application, how to dress for a job interview, etc.? Yes ___ No ___

   (a) If yes, was this information
   Very helpful ____ Somewhat helpful ____
   Not very helpful ____

   (b) If yes, who gave out the information?
   Teacher ____ Counselor ____ Placement Coordinator ____

   (c) If yes, how could it be improved for the next classes?

   _____

   _____

SECTION II - TO BE COMPLETED BY THOSE WHO ARE WORKING

7. If working, check one of the following
   ____ Full-time job for summer only ____ Part-time job for summer only
   ____ Other full-time job ____ Other part-time job

8. Name of firm or employer _____

9. Job title _____ Date began job _____

10. Person(s) or agencies which helped in finding job (Check one or more)

    ____ School placement counselor ____ School counselor
    ____ Vocational teacher or other teacher ____ School principal
    ____ Parent or other family member ____ State Employment Service
    ____ Friend ____ Self-Employed
    ____ Private employment agency
    ____ Want ad or other "Help Wanted" notice
    ____ Other (Describe) _____

11. Is your job (Check one or more)

    ____ the kind of work you really wanted?
    ____ the only job that seemed to be available?
    ____ the type of work you would like to continue and advance further in?
    ____ mostly one for earning some money and getting some work experience?

12. Had to leave home area in order to find this job? Yes ___ No ___

ATTACHMENT O continued

13. Took vocational course in high school? Yes ___ No ___

(a) If yes, check degree of relation between present job and vocational course.

____ Directly or closely related
____ Not related or very little

(b) Type of course _____

14. Planning to change jobs?
____ No ____ Soon ____ Sometime in the future ____ Undecided